Andriy Protsiuk

Neorevolution.
Part 7.
Reich.

Reich is the part where I will describe in more detail how Our Genetical White Raced states of the future will operate in the mode of absolute Genetical White Raced NS.
Enjoy reading.

Foundations

For easier presentation of Our ideas, we will publish them under the auspices of Our party on the official website + official tg channel (which, of course, will be banned, so we will invest our main forces in the website).
Name of Our party: Absol
Ideology – absolute Genetical White Raced NS.
Form of government: absolutism
Religion: Geneyism
Type of government:
absolute meritocracy on the basis of absolute Genetical White Raced Racocracy.
Economic system: absolute Genetical White Raced protectionism.
Symbol of the party and movement: DNA structure in the form of the number 8.
For a more detailed understanding of who we are and what Our party is – read the books of Andriy Protsiuk (me).
The origin of the party's name is rooted in its ideology – absolute Genetical White Raced NS, where “sol”, obviously, means the absolute brightness of the

Swastika Sun, which shines with the absolute of Geneyistic truth, absolute power.
The official name of all European states will remain the same (but within the limits that I indicated in the "Europe" section of part 2 of "Neorevolution"), except for the state "Ukraine", whose official name will change to "Rus/Rus-Ukraine" (in English "Rus-Ukraine").
The coat of arms of Rus-Ukraine will be a DNA structure, which will also serve as the coats of arms of European states, coats of arms of European cities, coats of arms of European regions, etc.
The states whose flags will change in color will be Rus-Ukraine (the flag of Rus-Ukraine will be a yellow DNA structure in the form of the number 8 on a black flag background, and the coat of arms will simply be a DNA structure in the form of the number "8"), Germany (whose flag will again become the flag of the Third Reich), Muscovy (it will be "imperial flag").
The future anthem of all European states is Ludwig van Beethoven's "Symphony No. 5: act no. 1".
The capitals of the states of Europe will be those that will be determined by the formula "the most important from a cultural and historical point of view" × "the least littered with macaques", but at the same time they will have to have a fairly large human population.

The form of all states of Europe is Our absolutism.
The type of government in all states of Europe is absolute meritocracy on the basis of absolute Genetical White Raced Racialocracy.
The economic system in all states of Europe: Genetical White Raced protectionism (explained in more details in the 2nd part of the “Neorevolution”).
The laws will be the same for all states of Europe.

Culture

Architecture

Allowed architectural genres:
romanticism, neoromanticism, classicism, neoclassicism, mannerism, baroque, rococo, empire, gothic with more Pagan elements, art nouveau, absolutism, and, perhaps, some more new styles.
We will mainly popularize the architecture of the Romantic era and absolutist architecture, as architecture with the largest number of decorative elements per unit of space.
Our holy NS-buildings will be called “NS-esoteriers”. There will be two types of such buildings.
In the NS-esoterier’s, Geney-mediums will work, who will explain to people how to be closer to Geney.
Each architectural product must, through the most skillful method possible, describe the most magnificent states of human existence as accurately as possible.
Instead, judeo-soviet architecture ineptly and unskillfully describes only one thing: “depressive nothingness,” and, as is known, internal states depend on the external state, that is, the same “depressive

nothingness” sooner or later becomes the essence of the entire Genetical White Raced population, whose states were captured by the judeo-soviet invasion.
All gray judeo-soviet buildings must eventually be dismantled, and people resettled in real beautiful buildings, and before the period of dismantling they must be painted in sober colors, turning them from absolute judeo-soviet crap into a sober building.
All judeo-soviet buildings will be destroyed.
We will resettle people from the judeo-soviet invasion to the magnificent Genetical White Raced buildings, having previously built them (after which we will leave the specified amount of payment for gas, heat, etc., the same as during the previous judeo-soviet invasion).
Instead, we will build buildings from precious minerals, crystals, and diamonds.
Also, in all areas of art we will promote absolutism as an artistic direction, that is, absolute art - art in which as many elements of a given art form as possible are combined simultaneously. In architecture, this “as many elements as possible per unit of space” will be the complexity of the ornamental decoration of an architectural product.

Sculpture

All those genres of sculptural art that are allowed for architecture are allowed, namely romanticism, neoromanticism, classicism, neoclassicism, baroque, rococo, mannerism, gothic, art nouveau, absolutism (as much decorative elements in sculptures as possible) and maybe something else.
We will also install completely new Rus-Ukrainian Genetical White Raced sculptures of esoteric Hitlerism of the Geney type. (we will install statues to all prominent NS figures of the past: from Hitler to David Lane, from Miguel Serrano to Andriy Protsyuk, from Savitri Devi to
Ben Klassen,
we will install monuments to Ezra Pound, Friedrich Nietzsche).
Monuments to Stravinskiy, Dostoevskiy, Gogol, and Chekhov can be sculptured in territories close to the occupied ones.
Also, throughout Rus-Ukraine and throughout Europe, we will sculptured monuments to Adolf Hitler, Heinrich Himmler, Joseph Goebbels, Alfred Rosenberg, Rudolf Hess, Ezra Pound, Louis-Ferdinand Céline, Knut Hamsun, Miguel Serrano, Savitri Devi, Mircea Eliade,

Henry Ford, Volodymyr Vernadskiy, Ivan Puliuy, Yuriy Illienko, Andriy Protsiuk (me), Richard Wagner, Ludwig van Beethoven, Ernst Jünger, William Luther Peirce, David Lane, Guillaume Fay, Martin Heidegger, Friedrich Nietzsche, Julius Evola, René Guénon, Leni Riefenstahl, Arno Brecker (sculpture in the style of Arno Brecker), emperor Hadrian, emperor Titus Flavius, emperor Diocletian, Bohdan Khmelnytskiy, Sviatoslav the Brave, Knut Hamsun, Howard Phillips Lovecraft, George William Rockwell.

Just imagine how the world will be perceived when, for example, a trillion monuments are erected to this based gigachad.
This is unsurpassed.
We will build all this on the site of those judeo-communist monuments, which we will absolutely completely destroy, goodbye.
We will destroy christian and jewish-religious sculptures over time, having previously created a sculptural plan for what to put instead of jewish-religious sculptures (but if ordinary people demolish them, then we will have no questions at all), but jewish sculptures will be destroyed all at once, without exception.
In Rus-Ukraine, we will mainly reform the Volyn cities (in the Galician style from the point of view of

architecture for joining Galicia and for the formation of the Galician-Volyn union), the cities in Podillya region (in architecture, mainly, for joining the "cities of the west of Rus-Ukraine"), Kyiv (the capital should be in shape, and it is desirable to change Kyiv to the Lviv architectural variant) and Kharkiv (the most important outpost of the entire east).
We will make sculptures from frozen macaque blood.
We will also make sculptures from minerals and crystals.
We will also promote absolute art in sculptural art, although specifically in sculpture, the styles that I indicated above will be used, first of all, and instead absolutism will be more of an exception

My favorite sculptors :

1. Josef Torak
2. Arno Brecker
3. Myron
4. Antonio Canova
5. Bertel Thorvaldsen
6. Jean-Antoine Houdon
7. Lorenzo Bartolini
8. François-Joseph Bosio

My favourite 14 sculptures :

1) “Familie” (1937) Joseph Torak
2) “German man and German woman” (1937) Joseph Torak
3) “The avenger” (1939) Arno Brecker
4) “Sentry” (1940) Arno Brecker
5) “Swordsman” (1942) Arno Brecker
6) “Cornet” (1937) Joseph Torak
7) “Athlete” (1937) Joseph Torak
8) “Mars” (1821) Bertel Thorvaldsen
9) “Readiness” (1939) Arno Brecker
10) “Mars and Cupid” (1833) Bertel Thorvaldsen
11) “Hercules” (1843) Bertel Thorvaldsen
12) “Discobolus” Myron
13) “The readiness” (1942) Arno Brecker
14) “Hercules and Lichas” (1815) Antonio Canova

Painting

In painting, romanticism, neoromanticism, classicism, neoclassicism, baroque, rococo, mannerism, academicism, impressionism, art nouveau, symbolism, magic realism, surrealism (but masterful, like Zdzisław Beksiński, or like Dali's "Galatea of the Spheres"), hyperrealism, absolutism and, perhaps, some new styles.

The main directions that we will popularize will be such directions of painting as neoclassicism, romanticism, a little bit of rococo (a purely French invention), and absolutism (absolute painting).

Only real art will be on the new painting exhibitions.

Ban graffiti on the streets, life imprisonment for violation, any murals or artistic works on the walls will have to have permission to draw from higher management.

We will make paintings from minerals, crystals, and diamonds.

We will promote the absolute art of painting, that is, the theme of having as many distinct (distinguishable) visual objects per unit of canvas area as possible.

From the remains of macaques (of all species) it is necessary to make some kind of art that would embody Our absolute cruelty, for example, decorative products made of soap, paintings painted with macaque blood, making gloves from macaque skin and carving pictures on macaque skin, making cups from their skulls, beads and bracelets from their eyes, etc. (more on this in the “laws” section on absolutely cruel murders).

My favorite 14 paintings:

1) “School of Athens” (1511) Raphael Santi

2) “Vitruvian man” (1490) Leonardo da Vinci

3) “Bonapart crossing the grand saint-bernard pass” (1801) Jacques Louis David

4) “Apollo Belvedere in a landscape” (1794) Charles Meynier

5) “Rising of the sun” (1753) François Boucher

6) “Mercury confiding the infant Bacchus to the nymphs of Nysa” (1769) François Boucher

7) “Joys of motherhood” (1754) Jean-Honoré Fragonard

8) “In the wheat” Jean-Honoré Fragonard

9) “Statue of Polyhymnia in a landscape” (1794) Charles Meynier

10) “Flora, caressed by Zephyr” (1802) François Gerard

11) “Venus Anadyoméne”
Jean-Auguste-Dominique Ingres

12) “Portrait of Marquise de Pompadour” (1755) Maurice Quentin de La Tour

13) “Princesse de Broglie” (1855)
Jean-Auguste-Dominique Ingres

14) “Neuschwanstein castle” (1914) Adolf Hitler

My favourite 8 painters :

1) Leonardo da Vinci
2) Raphael Santi
3) Jean-Auguste-Dominique Ingres
4) Jacques-Louis David
5) François Boucher
6) Jean-Honoré Fragonard
7) Élisabeth Vigée-Le Brun
8) François Gerard

Music

The following musical styles will be allowed:
•Classical music
Such styles as baroque, rococo, mannerism, classicism, neoclassicism, romanticism, neoromanticism, impressionism, minimalism, post-minimalism.
In music schools, we will play as much as possible Beethoven, Mozart, Brahms, Saint-Saëns, Berlioz, Bizet, Haydn, Vivaldi, Wagner, Stravinskiy, Strauss, Schubert, Schumann, Chopin, Rossini, Bortnianskiy, Lysenko, Silvestrov, Elgar, Grieg, Jan Sibelius (as an example of how much one person can awaken the voice of an entire people), Zbigniew Preisner (Kowalski), von Weber, and others composers, that I mentioned in my books.
We will definitely translate into Rus-Ukrainian the operatic works of all the most prominent opera composers (Wagner, Verdi, etc.).
Let's popularize absolutism as an artistic direction. (absolute music is music in which the largest possible number of instruments are played per unit of time)

The closest thing to absolutism in music came from Berlioz with his “Le corsaire overture, op. 21”, for example, or Elgar with his “Suite no. 2 part 6”

My 14 favourite composers :

1) Ludwig van Beethoven
2) Wolfgang Amadeus Mozart
3) Johannes Brahms
4) Camille Saint-Saëns
5) Hector Berlioz
6) Édouard Lalo
7) Jean Sibelius
8) Richard Strauss
9) Richard Wagner
10) Igor Stravinskiy
11) Carl Nielsen
12) Siegmund von Hausegger
13) Franz von Suppé
14) Alfredo Casella

My 18 favorite compositions :

1) Ludwig van Beethoven

“the Symphony no. 5 in C minor, op. 67”

2) Wolfgang Amadeus Mozart

“Symphony no. 25 in G minor, kv 183”

3) Johannes Brahms

“Symphony 3 in F minor, op. 90”

4) Hector Berlioz

“Le corsaire overture, op. 21”

5) Édouard Lalo

“Symphonie espagnole, op. 21”

6) Jan Sibelius

“Finlandia, op.26, Symphonic poem”

7) Richard Strauss

“Also sprach Zarathustra, op. 30”

8) Richard Wagner

“Die Walküre”

9) Siegmund von Hausegger

“Natursymphonie”

10) Hugo Alfvén

“Swedish rhapsody no. 3, op. 47”

11) Zbigniew Preisner (Kowalski)

“Van den Budenmayer concerto en mi mineur, 1798”

12) Carl Maria von Weber

“Der Freishütz, op. 77”

13) Igor Stravinskiy
“Firebird suite”
14) Franz von Suppe
“Morning, noon and night in Vienna overture”
15) Carl Nielsen
“Symphony no. 2 op. 16”
16) Edward Elgar
“The wand of youth, suite no. 1 op. 1 a”
17) Leo Delibes
“Coppelia ballet”
18) Hans Rott
“Symphony no. 1 in E major”

•Metal

symphonic metal (symphonic metal, symphonic death metal, symphonic black metal, symphonic power metal, symphonic gothic metal

From symphonic metal I recommend “Nightwish”, from symphonic death metal I recommend “Septicflesh”, from symphonic black metal I recommend “Dimmu Borgir”, “Emperor” and “Anorexia Nervosa”, from symphonic gothic metal I recommend “Lacrimosa”), black metal (raw black metal, industrial black metal, pagan black metal, National-socialist black metal, melodic black metal, atmospheric black metal, ambient black metal, black doom metal, viking black metal, blackened death metal, progressive black metal, experimental black metal

From raw black metal

I recommend “Darkthrone”, from industrial black metal I recommend “Abruptum”, from pagan black metal I recommend “Nokturnal Mortum”, from NSBM I recommend “Marduk”, from melodic black metal I recommend “Sarkrista”, “Horna” and almost all Finnish black metal, from atmospheric black metal I recommend “Drudkh” and “Forteresse”, from ambient black metal I recommend “Hate forest” and “Burzum”, from blackened doom metal I recommend “Mgla”, from

“viking black metal” I recommend “Bathory”, from blackened death metal I recommend “Dissection”, from progressive black metal I recommend “Taake”, from experimental black metal I recommend “Peste Noire”), death metal (technical death metal, technical symphonic death metal, brutal death metal, blackened death metal, war metal, melodic death metal, old school death metal, symphonic death metal
From “technical death metal” I recommend “Death”, from “technical symphonic death metal” I recommend “Fleshgod apocalypse”, from “brutal death metal” I recommend “Cryptopsy”, from “blackened death metal” I recommend “Diocletian”, from “war metal” I recommend “Goatpenis”, from “melodic death metal” I recommend “Arghoslent”, from “old school death metal” I recommend “Death”, from “symphonic death metal” I recommend “Septicflesh”), thrash metal (technical thrash metal, old school thrash metal, crossover trash, blackened trash metal
From old school trash metal I recommend “Pantera”, from blackened trash metal I recommend “Destroyer 666”), doom metal (symphonic doom metal, death doom metal, funeral doom metal, gothic doom metal), folk metal (folk metal, folk black metal, folk death metal

From folk metal I recommend “Chur”, from folk black metal I recommend “Goatmoon”), industrial metal (industrial metal, industrial death metal, industrial black metal
From industrial metal I recommend “Marilyn Manson”, from industrial black metal I recommend “Abruptum”), heavy metal (NWOBHM), power metal (power metal, symphonic power metal, melodic power metal, technical power metal
From power metal I recommend “Halloween”), gothic metal (I recommend “Lacrimosa”), neoclassical metal (I recommend Yngwie Malmsteen), Neue Deutsche Härte (I recommend “Eisbrecher”, “Schwärzer Engel”) surf metal, marches, anthems (“Deütschland über alles” from Joseph Haydn).

•Rock

RAC (and its combination with other genres, from RAC I recommend, first of all, “Übermensch”), dark folk (I recommend “Death in June”), folk rock (I recommend “Garmarna”), dream pop (I recommend “Chromatics” and all soundtracks to “Twin Peaks”), gothic rock (I recommend “Joy Division”), darkwave (I recommend “Вежа Хмар”), coldwave (I recommend “Lebanon Hanover”), symphonic rock (I recommend “the Beatles”), art rock (I recommend “David Bowie”), space rock, rock opera (I recommend “Mozart opera rock”), kraut rock (I recommend “Kraftwerk”), industrial rock (I recommend “Marylin Manson”), synthrock, garage rock, death rock, surf rock (I recommend “Charles Manson”), bit rock (I recommend “Beatles”), viking rock, hard rock, baroque pop (I recommend “Beatles”), shoegaze (I recommend “Cocteau Twins” and “Old silver key”),
experimental rock (tonal and without the use of macaque sounds), futurepop (I recommend “Blutengel”), alternative rock (I recommend “Velvet Underground”), progressive rock (I recommend “Porcupine tree”), country (I recommend “Johny Rebel”).

•Electronic music

ambient

(tänzelcore, keller synth, dungeon synth, dark ambient, epic ambient, ethno ambient, drone, neoclassical, new age, space ambient, world music, chill out, chillwave, chillstep, chillsynth, isolationism, synth pop, synthwave, vaporwave,

ambient techno, ambient house, ambient industrial

With tänzelcore I recommend all Siegfried projects, such as “Friedhof”, with keller synth I recommend “Hexenmeister”, with “dungeon synth” I recommend “Lamentation” and “Mistigo Varggoth Darkestra”, with “dark ambient” I recommend, with “epic ambient” I recommend “Galdur”, with “ethno ambient” I recommend “Svarog light” and “Leidungr”, with “drone” I recommend soundtracks to Lynch films, with “synthwave” I recommend soundtracks to Nicolas Winding Röfn films), trance (uplifting trance, vocal trance, trance opera, dream trance, techno trance, progressive trance, hard trance

From dream trance I recommend Robert Miles, from “progressive trance” I recommend “Phaxe”), industrial (martial industrial, aggrotech, dark electro, electro industrial

From “martial industrial” I recommend “Triarii”, from “dark electro” I recommend “Nachtmahr”, “Feindflug”), techno (ambient techno, hardcore techno, happy hardcore, gabber, minimal techno, deep techno, electroclash, breakcore, big beat
From breakcore I recommend “Igorrr”, from big beat I recommend “The Prodigy”), house (electro house), speedcore (terrorcore, extratone, splittercore, flashcore, frenchcore
From all speedcore I recommend “Angerfist”).
In addition to the above-mentioned musical trends, some new styles (high) tied to the NS, Our Genetical White Raced greatness and Genetical White Raced religions (the style of esoteric Hitlerism of the Geney type is especially interesting).
Musical instruments can be made from chimpanzees bones, their tendons, their fascias, their skin, their sense organs, and perhaps even from their internal organs.

Cinema

In cinema on TV channels, those auteur filmmakers that I indicated in the section on European art in the second part of “Neorevolution” will be allowed, the rest of the film product will be either classic (from Jean Vigo to Antonioni, Fellini, to David Lynch and early Terrence Malick, that is, everything that I indicate in the second part of “Neorevolution”), or an example of not necessarily modern, but necessarily good cinema from quality directors (the best films of David Fincher, Paul Thomas Anderson, Wes Anderson, something from the conditional Nicolas Winding Refn, perhaps, etc., and something from Tarantino, Lynch, the conditional Vinterberg, from the more famous, but clearly not Noah, because of the jewishness in his films. We will also watch more popular films, such as “the lord of the rings” by Peter Jackson, from contemporaries, the films of the same Paolo Sorrentino, and so on.
That is, certain films from the criterion collection will mostly fit the description, but again, not all of them, similarly to the fact that films from various film festivals, such as Cannes, Berlinale, Venice, Locarno, or something, will fit, but also, obviously, not all of them, because these film festivals also promote a lot of

jewishness, and you can also take a lot from the Mubi top 1000, sight and sound top 1000 list, but also with careful selection.
Cinema is the art form in which it is easiest to conduct jewish lobbying, because money is needed to create a film, and jews do not just give money, so we will choose films in the most careful way).

We will make a film about the NS, about the culture of Our Genetical White Raced family.
We will adhere to the principles of auteur cinema.
We give complete freedom within the limits of artistic freedom, as long as it remains art on an aesthetic level, and as long as this art does not contradict the principles of the NS.
The cinema camera was founded by the Russian inventor Joseph Timchenko (we must definitely tell children about this).
The list will only include classic, universally recognized best films, so that viewers can, when turning on the TV, be absolutely sure that they are watching some universally recognized world-famous film.
Also, less hollywood, because hollywood is a jewish theme, which Michelangelo Antonioni very accurately described at one time, calling hollywood “that place that leads to nowhere, telling about nothing for no one.”

Early hollywood before the 1980's (as the only thing that has a claim to some kind of art) is absolute artificiality. All the films listed below will receive Rus-Ukrainian language dubbing by the recording studio "Protsiuksound" (we will pay large sums of money to the dubbing actors of the film that we would prefer to show on TV), and the dubbing group before Our coming to power will be called "Protsiukvoice". We will launch the channel even if by that time not all the films from the list will have Rus-Ukrainian-language dubbing and Rus-Ukrainian-language subtitles, but films of Germanic origin (German, Danish, Swedish, etc.), which will not have Rus-Ukrainian language dubbing, will quickly receive Rus-Ukrainian subtitles, so that Rus-Ukrainians can watch Germanic cinema in the original and get used to Germanic culture, but understand what is what and why.

All Our channels will be broadcast in all Genetical White Raced languages for all Genetical White Raced countries.

Until the channel is released – you can watch all the films listed below with great voice acting on rezka. ag. We will also promote absolute art in cinema, that is, the use of as many film tricks as possible (editing,

experiments with lighting and color, etc.) per unit of time.
The main list of films that can definitely be shown on television (in chronological order) on the Protsiukfilmography TV channel.

64 directors (from 8×8 programme):

1. Edouard Muybridge “A horse in motion” (1878)
2. Lumière brothers “the arrival of the train at La Ciotat” (1896), “workers leaving the Lumière factory” (1895)
3. Georges Méliès, “A trip to the Moon” (1902)
4. Louis Feuillade “Les vampires” (1915)
5. David Wark Griffith, “Birth of a nation” (1915), “Intolerance” (1916)
6. Robert Wiene “the cabinet of dr. Caligari” (1920)
7. Victor Sjöström “the phantom carriage” (1921), “the wind” (1928)
8. Walter Ruttman “Berlin. Symphony of a great city” (1927)
9. Friedrich Murnau “Sunrise: a song of two humans” (1927), “Nosferatu” (1922), “the last laugh” (1924), “Faust” (1926)
10. Abel Gance “La roue” (1923), “Napoléon” (1927)
11. Buster Keaton “the general” (1926), Sherlock jr. (1924)
12. Oleksandr Dovzhenko “Earth” (1930)
13. Carl Theodor Dreyer
“the passion of Joan of Arc” (1928), “the vampire” (1932), “Gertrude” (1964)
14. Leni Riefenstahl “Triumph of the Will” (1934), “Olympia : two parts" (1938)

15. Jean Vigo “L'atalante” (1934)
16. Victor Fleming "the wizard of Oz" (1939), "gone with the wind" (1939)
17. Marcel Carne "children of paradise" (1945), "port of shadows" (1938)
18. Howard Hawks "Bringing up baby" (1938), "Rio Bravo" (1959)
19. Jean Renoir "Rules of the game" (1939)
20. "Fantasia" (1940) from old Disney
21. Orson Welles “Citizen Kane” (1941)
22. Jean Cocteau “Orpheus” (1950)
23. Nicholas Ray “In a lonely place” (1950)
24. Michael Powell “the red shoes” (1948)
25. Alfred Hitchcock
“Rear window” (1954), “Vertigo” (1958), “Psycho” (1960)
26. Ingmar Bergman “Seventh seal” (1957), “Wild strawberries” (1957), “Persona” (1966), “Autumn sonata” (1978), “Fanny and Alexander” (1982), “Whispers and cries” (1972), “Scenes from a marriage” (1974), “Through a glass darkly” (1961), “The virgin spring" (1960), "Face to face" (1976), "the silence" (1963), "Hour of the wolf" (1968), "Summer with Monica" (1953)
27. John Ford "The Searchers"(1956), "The man who shot Liberty Valence" (1962)
28. Charles Laughton “Night of a hunter” (1955)

29. Federico Fellini "8½" (1963), "Nights of Cabiria" (1957), "La dolce vita" (1960), "La strada" (1954)
30. Michelangelo Antonioni "L'aventura" (1960), “La Notte” (1961), ”L'eclisse" (1962), "Red desert" (1964), "Blow-up" (1966)
31. Georges Franju "Eyes without a face"(1960)
32. Jean-Luc Godard “Breathless” (1960)
33. Alain Resnais “Last year in Marienbad” (1961)
34. Agnes Varda “Cleo: From 5 to 7” (1961)
35. Sergei Parajanov (in fact, the entire film was made by the cinematography talent of Yuri Illenko) “Shadows of Forgotten Ancestors” (1965)
36. Yuri Illenko “Well for the Thirsty” (1965), “Evening on the Eve of Ivan Kupala” (1968), “Forest Song. Mavka” (1981)
37. Věra Chytilová “Daisies” (1966)
38. František Vláčil “Marketa Lazarova” (1967)
39. Jacques Tati “Playtime” (1967)
40. Andriy Tarkovskiy “Solaris” (1972), “the mirror” (1975), “Stalker” (1979)
41. Francis Ford Coppola “The godfather” (1972), “The godfather: part 2” (1974), “Apocalypse now” (1979)
42. Terrence Malick “Wastelands” (1973), “Tree of life” (2011)
43. Peter Weir “Picnic at hanging rock” (1975)

44. Martin Scorsese “taxi driver” (1976), “raging bull” (1980), “the goodfellas” (1990)
45. Dario Argento “Suspiria” (1977)
46. David Lynch “Eraserhead” (1977), “Blue velvet” (1986), “Wild at heart” (1990), “Twin peaks: all seasons” (1992-2017), “Twin peaks: Fire, walk with me” (1992), “Lost highway” (1997), “Mulholland drive” (2001), “Inland empire” (2006)
47. Andrzej Żuławski “Obsession” (1981), “On the Silver Planet” (1988)
48. Ridley Scott “Blade Runner” (1982)
49. Godfrey Reggio “Koyaanisqatsi” (1982)
50. Wim Wenders “Paris, Texas” (1984)
51. Krzysztof Kieślowski “Short film about murder” (1988), “Short film about love” (1988), “The double life of Véronique” (1991), “Three colors: blue” (1993), “Three colors: white” (1994)
52. Theo Angelopoulos “Landscape in the mist” (1988), “Eternity and a day” (1998)
53. Leos Carax “Lovers from the new bridge” (1991)
54. Quentin Tarantino “Pulp fiction” (1994), “Reservoir dogs” (1992)
55. Bela Tarr “Satan tango” (1994), “Werkmeister harmonies” (2000), “the Turin horse” (2011)

56. Lars von Trier “Dancer in the dark” (2000), “Dogville” (2003), “Melancholia” (2011)
57. Michael Haneke “Funny games” (1997), “the pianist” (2001), “Hidden” (2004), “Love” (2012)
58. Thomas Vinterberg “Festen” (1998), “the hunt” (2012)
59. David Fincher “Fight club” (1999)
60. Lily Wachowski “the matrix” (1999)
61. Paul Thomas Anderson “There will be blood” (2007)
62. Paolo Sorrentino “the great beauty” (2013)
63. Wes Anderson “the Grand Budapest hotel” (2014)
64. Nicolas Winding Refn “Neon demon” (2016)

In the program “Protsiukfilms” on the channel “Culture Channel TV” (CC) :

Abel Gance “J’accuse” (1919)
René Clair “Entr’acte” (1924)
King Vidor “the crowd” (1928)
Buster Keaton “the cameraman” (1928), “Steamboat bill, jr. ” (1928), “One week” (1920), “Seven chances” (1925), “the goat” (1921), “the navigator” (1924)
Luis Buñuel “Un chien Andalou” (1929), “Él” (1953)
Jean Vigo “Zero for conduct” (1933)
Leo McCarry “Plan for tomorrow (1937), “the affair of love” (1939)
Marcel Carne “Daybreak” (1939), “Hotel du Nord” (1938)
Mitchell Leisen “Midnight” (1939), “Twilight zone”
John Ford “the grapes of wrath (1940), “My sweet Clementine” (1946), “Stagecoach” (1939), “How green was my valley” (1941)
Preston Sturges “Sullivan's travels” (1941)
Orson Welles “The magnificent ambersons” (1942)
Jean Renoir “A day in the country” (1946)
Charles Vidor “Hilda” (1946)
Jacques Tourneur “Out of the past” (1947)
Robert Hamer “Good hearts and the crown” (1949)

Carol Reed “The third man” (1949)
Nicholas Ray “In a quiet place” (1950), “Johnny guitar” (1954)
Rene Clement “Purple noon” (1960)
John Huston “the treasure of the sierra madre” (1948), “the maltese falcon” (1941)
Vincente Minelli “the band wagon” (1953), “some came running” (1958)
Ingmar Bergmann “Smiles of a summer night” (1955), “the passion of Anna” (1969), “Summer interlude” (1951), “Sawdust and Tinsel” (1953), “To joy” (1950), “Brink of life” (1954)
Albert Lamorisse “The red ball” (1956)
Alexander Mackendrick “The sweet smell of success” (1957)
Jacques Tati “My uncle” (1958), “Trafic” (1971)
John Bram “The twilight zone” (1959)
Alfred Hitchcock “North by northwest” (1959), “Rebecca” (1940), “the birds” (1963), “Strangers on a train” (1951), “Shadow of a doubt” (1943), “The man who knew too much” (1956), “the 39 steps” (1935), “The lady vanishes” (1938), “Marnie” (1964), “Spellbound” (1945), “Blackmail” (1929), “Suspicion” (1941)
Jean Cocteau “The testament of Orpheus” (1960)
Jack Clayton “The innocents” (1961)

David Lean “Lawrence of arabia” (1962), “Brief encounter” (1945)
Robert Wise “The sound of music” (1965)
Henning Karlsen “the hunger” (1966)
Arthur Penn “Bonnie and Clyde” (1967)
John Cassavetes “faces” (1968), “A woman under the influence” (1974), “Opening night” (1977), “Love streams” (1984)
Jacques Deray “Swimming pool” (1969)
Werner Herzog
“Aguirre, the wrath of God” (1972), “Cave of forgotten dreams” (2010), “Fire within: Catherine and Maurice Kraft” (2022), “The enigma of Caspar Hauser” (1974), “Nosferatu, the vampire” (1979), “Meetings at the end of the world” (2007), “The incredible ecstasy of Steiner the carpenter” (1974), “the nomad: in the Footsteps of Bruce Chatwin” (2019), “The grizzly man” (2005)
Nicholas Roeg “Don't look now” (1973), “Man who fell to Earth” (1976)
Marta Meszáros “Adoption” (1975)
Wim Wenders “the American friend” (1977)
Alain Resnais “My American uncle” (1980)
Brian De Palma “Blow out” (1981), “Carlito’s way” (1993), “The untouchables” (1987)

Martin Scorsese “The king of comedy” (1982), “The Irishman” (2019), “Casino” (1995), “After hours” (1985), “The separated” (2006), “The aviator” (2004), “Shutter island” (2010)
Peter Greenaway “The Draughtsman’s contract” (1982), “Drowning by numbers” (1988), “The cook, his wife and her lover” (1989), “the baby of Mâcon” (1993), “Rembrandt’s j’accuse” (2008), “Nightwatching” (2007), “Goltzius and the pelican company” (2012)
James Cameron “Terminator” (1984), “Terminator 2 : judgment day” (1991)
Milos Forman “Amadeus” (1984)
Nanni Moretti “Bianca” (1984)
Éric Rohmer “The green ray” (1986), “A summer's tale” (1996)
Terrence Davies “Distant voices are still voices” (1988)
Bela Tarr “Damnation” (1988)
Nitschka Keen “The Juniper tree” (1990)
Alain Corneau “All the mornings of the world” (1991)
Jonathan Demme
“The silence of the lambs” (1991)
Lars von Trier “Europe” (1991), “the kingdom” (1994)
Paul Verhoeven “Basic instinct” (1992), “Elle” (2016)
Harold Ramis “Groundhog day” (1993)
Tom Noonan “What happened was” (1994)

Robert Zemeckis “Forrest Gump” (1994)
Claude Chabrol “La cérémonie” (1995)
Richard Linklater “Before sunrise” (1995), “Before sunset” (2004), “Before midnight” (2013), “Waking life” (2001)
Jacques Doillon “Ponette” (1996)
Marie Perenneau “Microcosmos” (1996)
Peter Weir “The Truman show” (1998)
Vincent Gallo “Buffalo 66” (1998)
Jean-Pierre Dardenne “Rosetta” (1999), “Two days, one night” (2014)
David Chase “the Sopranos” (1999)
Paul Thomas Anderson “Magnolia” (1999), “phantom thread” (2017)
Agnès Varda “The gleaners and I” (2000), “Agnès beaches” (2008), “Daguerréotypes” (1975), “Along the coast” (1958), “Le bonheur” (1965), “One sings, the other's don't” (1977), “Jane Birkin for Agnès Varda” (1988)
Silvio Soldini “Bread and tulips” (2000)
Alan Ball “Six feet under” (2001)
Jean-Pierre Jeunet “Amélie” (2001)
Lucretia Martel “La ciénaga” (2001)
Peter Jackson “The lord of the rings: the fellowship of the ring” (2001), “The lord of the rings: the two towers”

(2002), “The lord of the rings: the return of the king” (2003)
Gus van Sant “the elephant” (2003)
François Ozon “the pool” (2003)
Quentin Tarantino
“Kill Bill, part 1” (2003), “Kill Bill, part 2 (2004)
Eugene Green “Bridge of arts” (2004)
Paolo Sorrentino “Consequences of love” (2004)
Michel Gondry “Eternal sunshine of the spotless mind” (2004)
Sofia Coppola “Marie Antoinette” (2006)
Florian Henkel von Donnersmack “the lives of others” (2006)
Martin McDonagh “In Bruges” (2008), “the banshees of Insherin” (2022)
Mariano Llinás “Extraordinary stories” (2008)
Kelly Rijkaard “Wendy and Lucy” (2008), “Mickey’s Edge” (2010), “Old Joy” (2006)
Ursula Meyer “Home” (2008), “Sister” (2012)
Nicholas Winding Röfn “Bronson” (2008), “Drive” (2011)
Jane Campion “Bright star” (2009), “the piano” (1993)
Derek Cianfrance “Blue valentine” (2010)
Wim Wenders “Pina” (2011), “American friend” (1977)
Lynne Ramsay “We need to talk about Kevin” (2011)

Michael Haneke “Love” (2012), “the seventh continent” (1989), “funny games” (2007)
Christian Petzold “Barbara” (2012)
Wes Anderson “Moonrise kingdom” (2012)
Nicolai Arcel “A royal affair” (2012)
Felix van Groeningen “The broken circle breakdown” (2012), “Eight mountains” (2022)
Damián Szifrón “Wild tales” (2014)
Ruben Östlund “Force majeure” (2014)
David Fincher “Gone girl” (2014), “Mindhunter” (2017)
Damien Chazelle “Whiplash” (2014), “La La Land” (2016)
Myroslav Slaboshpytskiy “the tribe” (2014)
Hans Petter Moland “In order of disappearence” (2014)
Denis Villeneuve “Sicario” (2015), “Prisoners” (2013), “Arrival” (2016), “Blade runner 2049” (2017), “Phantom thread” (2017)
Yorgos Lanthimos “the lobster” (2015), “the killing of a sacred deer” (2017)
Maren Ade “Toni Erdmann” (2016)
Terrence Malick “Voyage of ime: an imax documentary” (2016)
Mia Hansen-Løve
“Things to come” (2016), “Bergman island” (2021), “Goodbye, first love” (2011)
John Carol Lynch “Lucky” (2017)

Ruben Östlund “Force Majeure” (2014)
Natalie Johns “Max Richter’s sleep” (2019)
Nora Fingscheidt “System crasher” (2019)
Valentyn Vasyanovych “Atlantis” (2019)
Florian Zeller “Father” (2020)
Benoit Toulemonde “Tripping with Nils Frahm” (2020)
Pavlo Lozynskiy “Film from the balcony” (2021)
Giuseppe Tornatorre “Ennio” (2021)
Charlotte Wells “After the sun” (2022)
Colm Bairéad “The quiet girl” (2022)
Céline Devaux “Everybody loves Jeanne” (2022)
Andrew Dominik “This much I know to be true” (2022)
Ti West “Pearl” (2022)
Justine Triet “Anatomy of a fall” (2023), “Sybil” (2019)
Magnus van Horn “The girl with the needle” (2024)

My favourite 18 films :

1) “Olympia” (1938) Leni Riefenstahl
2) “Triumph of the will” Leni Riefenstahl
3) “L'eclisse” (1960) Michelangelo Antonioni
4) “The double life of Véronique” (1991) Krzysztof Kieślowski
5) “Inland empire” (2006) David Lynch
6) “Last year in Marienbad” (1961) Alain Resnais
7) “Napoleon” (1927) Abel Gance
8) “Tree of life” (2011) Terrence Malick
9) “Koyaanisqatsi” (1982) Godfrey Reggio
10) “All the mornings in the world” (1991) Alain Corneau
11) “Paris, Texas” (1984) Wim Wenders
12) “Neon demon” (2016) Nicholas Winding Refn
13) “Dogville” (2003) Lars von Trier
14) “The birth of a nation” (1915) David Wark Griffith
15) “Picnic at hanging rock” (1975) Peter Weir
16) “Daisies” (1966) Věra Chytilová
17) “Dancer in the dark” (2000) Lars von Trier
18) “Blade runner” (1982) Ridley Scott

Literature

In literature, such styles as baroque, rococo, classicism, neoclassicism, sentimentalism, romanticism, neoromanticism, realism, magic realism, critical realism, hyperrealistic absurdism, symbolism, existentialism, impressionism, naturalism, mannerism, monumentalism, ornamentalism, absolutism (my style) and, perhaps, some of our own Genetical White Raced trends will be allowed.
In poetics, we will definitely ban verlibris (except for Ezra Pound's verlibris).
In addition to the above-mentioned trends in music, perhaps some new poetic styles (high) tied to the National Socialists, Our Genetic White Raced greatness and Genetic White Raced religions will also be allowed (the style of esoteric Hitlerism of the Geney type is of particular interest).
We will hold poetry gatherings, in literature lessons children will recite poems (both from textbooks and our own) and we will read books together (not necessarily at desks, and, by the way, instead of chairs there will be sofas with desks).

We will prohibit the popularization of judeo-chimpanzean and judeo-christian literature.
The artistic styles of the future will cease to be artistic, instead there will remain only artistic documentary filming in various forms: cinematic, literary, sculptural, pictorial, architectural and musical.
If some new type of art, a new type of activity, etc. appears, then we will search for such objects of art in it that would have less jewishness, and make lists similar to the one I made for “Cinema” in order to advise future NS-consumers.
We will throw the literature that we will teach on ukrlib.com, or to a separate site created for the needs of Our Genetical White Raced NS regime.

Sport

From the sports culture, it will be allowed to play all kinds of sports within the country, broadcasts will be possible to watch only old ones (when macaques have not yet reached the sport), or new ones, in those sports in which macaques have not yet reached the sport. We will show poker, billiards, tennis, chess (all types, and Fischer chess too), fencing (both regular and historical), biathlon, alpine skiing, skating, hockey, rock climbing, surfing, shot put, swimming, synchronized swimming, golf, rowing, weightlifting.

In addition, we will show real women's sports with real women's sports successes (and not with a judeo-parody of feminism called “football”), that is, we will show women's tennis, women's fencing, women's chess, women's dance sports, women's poker, women's biathlon, women's track and field, women's rhythmic gymnastics, women's alpine skiing, women's skating, women's mountaineering and women's rock climbing, women's surfing, women's shot put, women's swimming, women's synchronized swimming. Motorsports will only be on Porsche (taking into account the history of Ferdinand Porsche's views).

E-sports will only be on those games that were created in Genetical White Raced countries by Genetical White Raced people.

The closer the game is to military reality, the more we will involve the cybersportsman in military activities. From the games in cybersports we will recommend (but not encourage, however we recommend for those who still want to play games): “Hearts of Iron” (all parts, but especially the fourth), “Kingdom Come”, “Stalker”, “Metro”, “Rust”, “The Witcher” (all parts), “Civilization”, “World of tanks”, “Battlefield” (all parts), “Chess. com”, “lichess. com”, “Elden skrolls” (all parts), “Portal”, “Dota”, “Counter-strike” (all parts), “Doom eternal”, “Warhammer 40000”, “Halo” (all parts), “Sims”, “Heroes of might and magic” (card game), “Europa: universalis”, “Cyberpunk 2077”.

Officially, there will be 2 casino chains in the state, and the casino itself will move to the state level.

Science

In the research field, we will focus on the technological development of weapons,
in addition to the research of my created disciplines.
Also, in each state, we will select the best researchers and involve their field of activity in military affairs.
The popularization of pro-jewish and openly christian thinkers (like origen) will be prohibited.
On scientific channels, we will prove that the jewish chimpanzee (((albert jewstein))) is, in fact, an absolutely lying jewish thief and the biggest lie in the history of science.
The entire scientific environment of Our future state of absolute Genetical White Raced NS will be focused on the production of weapons and all scientific development of Our future state will be directed towards the production of weapons.

Education in European countries

Everything that I describe in the section “features of the movement of the absolute Genetical White Raced NS” and everything that I describe in my 8 books will be taught at school and in more detail at institutes.
Children will separately study everything that is described in my eight books.
The school period will be for 12 years with fewer lessons per day.
Lessons will be from 10:00 to 14:00 on average (up to 14:40 maximum), there will be many creative activities, during which we will listen to classical music
(in music schools, teachers will teach children in the 2nd shift, or to be more precise, their schedule at the workplace will be from 16:00 until the teachers have conducted all the lessons that they are obliged to conduct).
In the music lessons of European studies we will listen to classical music (I will indicate a specific list of musical performers below), folk compositions, etc.
On television we will play films by real great directors, we will take over all the television companies of Europe, rename them and show real news, real cinema there.

All the literature listed below will eventually be translated into all European languages.
In more detail, the educational part that we will popularize will look like this.

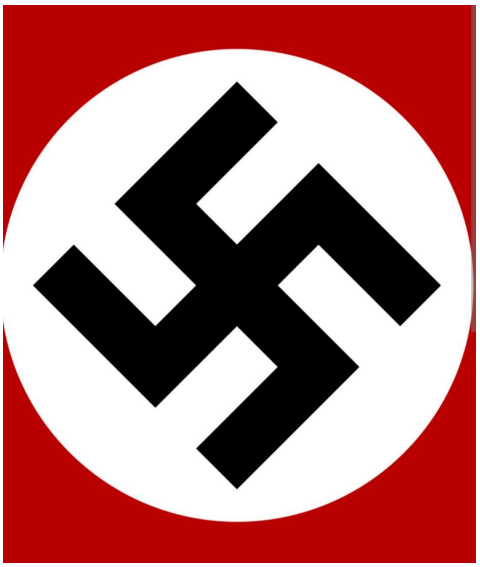
German culture

We will distribute the works of Adolf Hitler, Alfred Rosenberg “The myth of the 20th century”, short booklets “The economy of the Third Reich” by Gustav Stolper and “The philosophy of National Socialism” by Otto Dietrich in the Rus-Ukrainian translation by M. Krylenko (this is for the state of Rus-Ukraine),
Julius Streicher, Hermann Wirth, Ernst Junger, Otto Rahn,
The Younger Edda, revisionist literature about the holocaust, Tacitus,
Nietzsche, Heidegger, Hans Günther, Guido von Liszt, we will distribute the compositions of Richard Wagner, Beethoven, Bach (except for christian ones), Haydn (except for christian ones), Mozart (except for christian ones), Brahms.,
films by Leni Riefenstahl, sculptures by Arno Brecker and Josef Torak, from artists we will distribute certain paintings by Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with a seated hudge and sleeping piety”,

“The triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“the battle of the Bulge”, “A peasant house in the mountains”, “parents' house in Leonding”, “The Courtyard of the old residence in Munich”, “Hofbrühhaus”, “A beautiful view”).
In Germany we will show that all the most prominent German figures were far-right, politically speaking..
Let me remind you that Bach had 20 children and was himself a very conservative person, Mozart was a libertarian (to be frank), Beethoven was also, by and large, a libertarian (although I adore his music from the big German three the most, since it is the most revolutionary in spirit), Wagner was a NS before the creation of the NS, Haydn was strongly right-wing conservative, Brahms was strongly right-wing conservative (but, of course, with a nuance regarding his help to the jewish apes).
Of the great German scientists, Leibniz was a fairly apolitical right-wing conservative (his attitude to politics somewhat resembles Bach's), Gauss was a German nationalist, Euler was simply a fairly quiet right-winger, little is known about Riemann's views,

Hilbert, despite his criticism of the NS, was simply quite apolitical, perhaps a la libertarian, and Frege was the NS.
Of the German thinkers, Leibniz was a fairly apolitical quiet conservative, Kant was an ultra-right racist and anti-semite, Fichte was clearly a right-wing anti-semite, Hegel was a right-wing conservative with fairly pronounced racist views, Schelling was an far-right racist, Nietzsche was the NS before the advent of the NS, + was an anti-christian deist, and Heidegger was the NS.
Of the German politicians, the most famous are Hitler, Kaiser and Bismarck (I think that there is no need to further explain their views, since German politicians are considered a certain absolute of far-right views, beyond which there is no one.
In modern Germany itself, we will promote this very German culture.
Of the modern German musicians, we will promote Absurd, Bilskirnir, Totenburg, Nordglanz, Sleipnir, Gigi und die braunen Stadtmusikanten, Stahlgewitter, Übermensch, Frontalkraft, Überzeugungstäter, Brigade 66, Zillertaler Virenjäger, Die Lunikoff Verschwörung, Landser, Flak, Triarii, Falkenstein.

The members of these bands will be in the German ministry of education and culture, and will be gauleiters in German cities.
The state religion of Germany will be Geneyism.
The flag of Germany, Austria and Switzerland will be the flag of the Third Reich. Reich.
The coat of arms of Germany, Austria and Switzerland will be the classical Swastika:



Polish culture

We will disseminate the literary works of Adam Mickiewicz (especially “Pan Tadeusz”), the compositions of Chopin, Zbigniew Preisner-Kowalski, the works of Zdzisław Beksiński, the life story of Marie Skłodowska-Curie.
In Poland itself, as a great strategic outpost of all of Europe, we will disseminate Slavic paganism, Pilsudski (as a great hero for Poland), and we will stop quarreling about the so-called “Volhynian massacre” (because Volynians and Poles have a common goal, and the history of contradictions between allies has never ended in a successful alliance).
Despite the fact that the UPA was also a Volyn part of history (and we are not only talking about Taras Bulba-Borovets), we will glorify, first of all, the SS “Galicia” and the great general of the SS “Galicia” – Pavlo Shandruk (from Volyn, which will allow Volyn to get a new hero of those times), and not the UPA.
Also, in Poland itself, we will maximally promote Frederic Chopin, as a racist composer + anti-semite of rather right-wing views. (Polish nationalist).
From the musical component of popular music genres, we will popularize the Polish RAC, namely Honor,

Konkwista 88, Legion twierdzy Wroclaw, and black metal bands, such as “Mgla”, “Kriegsmachine”, “Infernal War”, “Graveland”, but the main bet will be, of course, on Chopin. (which we will play everywhere we can)
The state religion of Poland will be Geneyism.
The coat of arms of Poland will be the DNA structure in the shape of the number 8:

Rus-Ukrainian culture

We will primarily distribute Andriy Protsiuk ("Neorevolution", in all its parts, and all my other works), Dostoevskiy (primarily, "crime and punishment", in the context of my 5th part of "Neorevolution"), Gogol (and we will popularize him as a radical anti-semite, because it is true, and a Pagan, because it is also true), Chekhov, Shevchenko (who was a Rus-Ukrainian nationalist and anti-semite), Nekrasov (especially the work "Who lives happily in Rus?"), the collection "Voice of Blood" (yes, the same one, with Bilodub and the rest), Galyna Lozko, Glib Butusov, cossacks chronicles, Yuriy Illenko (primarily, "evening on Ivana Kupala" and "forest song"), Oleksandr Dovzhenko, (only "Earth", with explanations), Ivan Mykolaychiuk ("Babylon XX"), Borys Ivchenko ("The lost letter"), we will distribute the musical works of Igor Stravinskiy, Dmytro Bortnyanskiy, Mykola Lysenko, Valentyn Silvestrov (all works that can be listened to), we will distribute the paintings of all the most prominent Russian artists, such as Illya Yukhimovych Ripa, Ivan Kramskiy, Dmytro Levitsky, Volodymyr Borovykovskiy, Mykola Pymonenko, Volodymyr Orlovskiy, Mykola Yaroshenko, and the rest.

In Rus-Ukraine, it is necessary to cultivate ancient greatness, demonstrating how powerful Rus-Ukraine was under Knyaz Svyatoslav the Great.
It is also necessary to absolutize my person as the absolute liberator of Rus-Ukraine and all of Europe of all times and peoples, saturating myself with my own greatness from the 3rd part of “Neorevolution”.
From history, we will always emphasize the west of Rus-Ukraine, as the region that was least affected by judeo-communistic influences, as a result of which there were SS "Galicia" (in Galicia and Volhynia), general Shandruk (in Volhynia).
Of the cities of the east of Rus-Ukraine, the outpost will be, of course, Kharkiv, due to "AZOV", "third assault brigade", "National corpus", "Freikor",
"Centuria", black metal (Nokturnal Mortum, Drudkh, Khors, Burshtyn, Hate Forest, Dub Buk), etc.
Of the cities of the center of Rus-Ukraine, the outpost will be, of course, Kyiv, due to "MD", "C14", "Сокира Перуна", "Сейтар", "Militant Zone", "Пломінь", "SVA STONE".
The state religion of Rus- Ukraine will be Geneyism.
The flag of Rus-Ukraine will be a yellow DNA structure in the shape of the number 8 on a blue flag background.

The coat of arms of Rus-Ukraine will be a DNA structure in the shape of the number 8:

Czech and Slovak culture

We will definitely distribute Alphonse Mucha as much as possible.
In the Czech Republic itself, we will promote, of course, the works of Bedřich Smetana, presenting him as a great Czech nationalist (because it is true).
The state religion of the Czech Republic and Slovakia will be Geneyism.
The coat of arms of the Czech Republic and Slovakia will be the DNA structure in the form of the number 8.

Muscovian culture

We will distribute the works of Maxim Marcinkiewicz, some compositions by Mussorgsky (on the theme of “Gopak” by Shevchenko), Pyotr Tchaikovsky (“Mazepa”), we will also distribute poems by Solar Cross, in addition to the wonderful paintings by Konstantin Vasiliev, Vsevolod Ivanov.
The state religion of Muscovy will be Geneyism.
The flag of Muscovy will be the “imperial flag”:

The coat of arms of Muscovy will be the emblem of WotanJügend:

Baltic culture

Of the great figures of Baltic culture, we will promote Adam Mickiewicz, of course.
In Estonia, we will popularize Arvo Pärt, Paul Keres and the Estonian SS Legion.
In Lithuania, we will popularize Adam Mickiewicz, Marija Gimbutas and the Lithuanian SS Legion.
In Latvia, we will popularize the Latvian SS Legion.
The state religion of the Baltic countries will be Geneyism, as well, as in Estonia.
The coat of arms of Lithuania will be the personal coat of arms of one famous person (whoever understood, understood).
The coat of arms of Latvia will be the DNA structure in the form of the number 8:

The coat of arms of Estonia will be a DNA structure in the shape of the number 8:

Balkan culture

In the Balkans, Croatia should be put at the forefront as the country with the strongest NS past.
In Croatia itself, it would be worth promoting the fact that Nikola Tesla was a Croatian, born in Croatia from two Croatian parents. (I describe his genealogy in more detail in the 2nd part of the work “Europe”
The fact that his father went to the serbian church proves nothing, because in Rus-Ukraine there are millions of Rus-Ukrainians who go to the moscow church, but have nothing to do with Muscovy.
And there are a lot of such cases in many countries).
In Croatia itself, it would also be worth promoting the 1st Croatian SS Division and Marija Oršić.
In Bosnia, we will promote the 1st Croatian Division (given that there were still a lot of Bosniaks in it, in fact).
In Bulgaria, we will promote
Veselin Topalov.
In North Macedonia and Montenegro, we will expect the birth of outstanding Genetical White Raced figures in the future.
The state religion will, of course, be Geneyism.

The only country that will not be part of the alliance of the Slavic countries of the Balkans is Serbia (at most, it will be possible to suppress the uprising there, no more All far-right serbs should move to normal Balkan countries).
The second country that will not be part of the alliance of the Slavic countries of the Balkans is simply not Slavic by origin, that is, Albania. (in which, as I already said, it will be worth promoting Hellenism, and among the heroes of Albania, Skanderbeg and the Albanian SS Legion should be promoted), but the NS government will come there.
The state religion of the Slavic countries of the Balkans will be Geneyism.
In all Slavic countries described in this alliance, in addition to Poland and the Czech Republic, the coat of arms will be a DNA structure in the shape of the number 8:

Greek culture

From ancient Greece we distribute everything, because it is ancient Greece, however in more detail we distribute the works of Hesiod, Homer, Aeschylus, Sophocles, Euripides, Sappho, Euclid ("Geometry"), Aristotle, all the great qncient Greek thinkers (except for some works of Plato), Savitri Devi, we distribute the sculptures of Myron.
We distribute the Greek culture itself in all Genetical White Raced countries, as Our greatest Genetical White Raced pride.
In Greece itself, we will promote the Racialology of the true Greeks (all these Racial types are described in more detail in the 2nd part of the “Neorevolution) and show, as an example, that before mixing with the macaques, the great human Greece was the most prominent civilization in the world, and after the introduction of (((christianity))) and, as a result of military weakening, mixing with the arab macaques, Greece again turned into a historical ruin (and modern Greece is, in fact, Greek-speaking turkey with a small remnant of the Greeks themselves).
The state religion of Greece will be Geneyism.

The state emblem of Greece will be the DNA structure in the amount of the number 8:

French culture

We will promote Napoleon, René Guénon, Louis Céline, Voltaire, Descartes, Saint-Saëns, Berlioz, Bizet, we will watch films by the Lumière brothers (in the context of the history of cinema), Abel Gance, Jean Vigo,
we will promote paintings by Claude Monet ("the artist's garden at Giverny", "impression, sunrise", "woman with a parasol", "water lilies", "the frog pond", "haystack at the end of summer", "the magpie", "Camille or the woman in the green dress").
In France, we should bet on the north of France and on the corresponding Frankish Germanism in it, despite the fact that the main religion of the state will be Geneyism.
From the music scene, of course, they should follow classical music along the path of Beethoven, Mozart, Bach (so that they understand who is in charge here + perceive and feel the German part best) and Debussy (as for a composer with rather right-wing views), and from literature, of course, Céline with Baudelaire, Voltaire and Descartes and, of course, Napoleon at the head, as a great emperor and conqueror of all of Europe (and we will try to popularize this majestic image as much as possible), presenting Napoleon as the French

absolute emperor of the 19th century, and, accordingly, presenting Hitler as the absolute emperor of the 20th century. In France, it is precisely worth promoting views like Celine's, that is, National-anarchism with absolute anti-semitism, absolute freedom and absolute Geneyism at the level of specific, but currently erased to zero, French elitism.
The coat of arms of France will be the structure of the DNA Gene in the shape of the number 8:

Italian culture

We will distribute Julius Evola, Niccolò Machiavelli, Virgil, Ovid, the musical works of Giuseppe Verdi, Antonio Vivaldi, Gioachino Rossini, the art of Leonardo da Vinci, Raphael de Santi, Michelangelo de Caravaggio, Sandro Botticelli, and we will distribute precisely those works of Italian renaissance artists that do not have christian influence, such as
Sandro Botticelli ("the birth of Venus", "Spring and Mars", "Spring", "mystical naivety", "Pallas and the Centaur", "Venus", "Venus and Mars", "Primavera", "fortitude and temperance", "calumny of Apelles", portrait works), Michelangelo da Caravaggio ("Medusa", "Narcissus", "Jupiter", "Neptune and Pluto", "Cupid sleeping"), Michelangelo Buonarroti ("Bacchus", "Ignudo", "Battle of the Centaurs with the Lapiths", portrait works), Leonardo da Vinci ("Mona Lisa", "Leda and the Swan", "Vitruvian Man", portrait works), Raphael Santi ("School of Athens", portrait works).
In Italy, we will popularize the idea that the greatest Italian achievement was the Roman Empire, as a state that adhered to the principles of the National Socialists before the invention of the National Socialists.

Among the figures, we will, of course, popularize the great Roman emperors, such as Hadrian (as the one during whose reign 90% of jewish apes were destroyed), Octavian Augustus (as the one who created such a phenomenon in history as the Roman Empire), Trajan (as the most consistent ruler, the embodiment of absolute NS order), Nero (as the harshest ruler of the Roman Empire and the initiator of absolute opposition to crosstianity), Marcus Aurelius (as the absolute intelligent emperor with his extraordinary immersion in the intellectual life of contemporary Rome), Titus Flavius (as the one during whose reign Jews were killed), Caligula (as the absolute NS cruelty), the Medici (as those under whom the departure from Judaism began under the name "Renaissance" and under whose reign there was the greatest rise of Italian culture since the time of the Roman Empire, that is, through the birth of Leonardo da Vinci, Michelangelo Buonarroti, Michelangelo de Caravaggio, Sandro Botticelli, Raphael de Santi, and all this was thanks to the Machiavellian absolutism of the will to power, and Hitler will be positioned as a great supporter of the old pagan Roman Empire (because it is true) with its greatness, and we will position him as someone who wanted Italy to have exactly what made it great.

The state religion of Italy will be Geneyism.
The coat of arms of Italy will be the DNA structure in the form of the number 8:

English culture

We will disseminate the works of Rudyard Kipling, Byron (especially the poem “Mazepa”), Shakespeare (presenting him as an anti-semite, because it is true, reading “the merchant of Venice”), Darwin (with the correction that modern evolutionism is not Darwinian) and Newton.
We will establish the big three of English giants, namely William Shakespeare, Isaac Newton and Charles Darwin, and position them as geniuses of right-wing views (because it is true).
We will position the member as a judeo-communist, because of whom Great England lost all its influence and turned from an “empire on which the sun never rose” into a caliphate.
Of the politicians, we will popularize only Adolf Hitler, Our Great absolute Führer.
We will constantly remind you how many times (20) Rudolf Hess tried to diplomatically conclude an agreement on non-aggression by the English troops, but the judeo-communistic blackmailer wanted shekels from the jewish apes who financed him.
The state religion of England will be Geneyism.

The coat of arms of England will be the DNA structure in the form of the number 8:

Of the prominent Irish figures, we will popularize Jonathan Swift.
We will also promote the revival of the Irish language.
The state religion of Ireland will be Geneyism.
The coat of arms of Ireland will be the DNA structure in the form of the number 8:

Scottish and Welsh culture

In Scotland, we will popularize David Hume.
In Wales, we will popularize David Work Griffith.
The state religion of Scotland and Wales will be Geneyism.
The coat of arms of Scotland and Wales will be the structure of DNA in the form of the number 8:

Spanish culture

In Spain, we will promote Antonio Primo de Rivera (not even Franco) among politicians, Salvador Dali, Velázquez among artists, as the main artists, and of course Servantes among writers.
In particular, we will glorify the person of Christopher Columbus (who was Italian tho, but he is a cult figure for Spaniards), as a great navigator, who for real Spaniards is an example of the power of the conquering spirit of war.
We will also show the Spaniards (real ones) that before the victory of the judeo-communists in World War II, Latin America was a single continent, as a Spanish colony, and now Latin America is a judeo-communist laughing stock.
The state religion of Spain will be Geneyism (but while we are implementing Our plan, we will not try to change Spain itself, considering how many christian cultists there are now.
Changing the religious system of Spain is a long and painstaking work, we will deal with this later).
The coat of arms of Spain will be a DNA structure in the form of the number 8:

Portuguese culture

In Portugal itself, we will promote the cult of great navigators, such as Vasco da Gama, Henrique, Bartolomé Dias and the rest.
The state religion of Portugal will be Geneyism.
The fundamental figure with whom we will need to cooperate in the restoration of Portugal will be, of course, Cristiano Ronaldo.
The coat of arms of Portugal will be the DNA structure in the form of the number 8:

Hungarian culture

Of the Hungarian composers, we will distribute Franz Liszt, positioning him as an anti-semite (because it is true, and it is not only in the National Socialist booklet).
The state religion of Hungary will be Geneyism.
In Hungary, the coat of arms will be the DNA structure in the form of the number 8:

latin american culture

From chilean literature, we will spread Miguel Serrano throughout latin america as the most prominent writer in latin america by a huge margin.

Romanian culture

In Romania and Moldova itself, we will promote Mircea Eliade and Ion Antonescu, with the main vector that Romania was part of the Roman Empire and, accordingly, in Romania itself, it is therefore worth promoting Roman figures of the Pagan era, as well as Italian culture itself (both from the times of the Roman Pagan empire and the times after the era of the Italian Renaissance).

The state religion of Romania will be Geneyism.

The coat of arms of Romania will be the DNA structure in the form of the number 8:

Dutch culture

Of those paintings that do not have a christian subtext, we will distribute the most famous paintings by Rembrandt (“Dr. Tulp’s anatomy lesson”, “Danae”, “Night watch”,
“The spectacle seller”, “Self-portrait”, “Self-portrait with two circles”,
“Saskia as Flora”, “Landscape with a castle”), Jan Vermeer (“Girl with a pearl earring”, “The artist’s workshop”, “little street”, “The milkmaid”, “The woman holding the balance”, “Diana and her companions”, “The woman with a water jug”, “The girl reading a letter by an open window”).

In the Netherlands itself, in addition to unsurpassed artists, we will promote the “Volunteer legion of the Netherlands” and Herman Wirth, as a great Dutch explorer.

The state religion of the Netherlands will be Geneyism.

The coat of arms of the Netherlands will be a DNA structure in the shape of the number 8:

American culture

We will distribute the works of Howard Phillips Lovecraft, Henry Ford, William Luther Pierce, David Lane, Ben Klassen, William Rockwell, Ezra Pound, Theodore Kaczynski, Revilo Oliver.
The entire US movement should be promoted through the principle of “they turned it around the wrong way”, that is, from the strongest state in the world with the Ku Klux Klan (which once had up to 3 million people) they turned into one solid ghetto, which also massively produces weapons and prevents the establishment of a national order everywhere.
“They turned it around the wrong way” should be promoted through the popularization of relevant cultural figures.
Of the great writers and poets of the USA, we will promote Edgar Allan Poe (as an far-right poet, because it is true), Ezra Pound (as a fascist and anti-semite, because it is true), Howard Phillips Lovecraft (as a White Suprematist, Pagan and anti-semite, because it is true), William Luther Pierce (as a NS writer who clearly showed in his own works what this path of the USA would lead to).

Of the great film directors, we will promote David Lynch (as the most talented director in the USA and a libertarian), David Work Griffith (as the 1st great director in the world and the most devoted to the White Suprematist movement).
Of the great politicians and political figures of the USA, we will promote George Rockwell, David Lane (in the States he should be reduced to an absolute because, banally, 14/88).
The state religion of the USA will be Geneyism.
The state emblem will be the structure of DNA in the form of the number 8:

Australian and New Zealand culture

In Australia and New Zealand, we will promote the National Socialist Network as a major political phenomenon and its figures, on which we will rely.
In addition to the National Socialist Network, we will also promote, of course, Brenton Tarrant, as, in a sense, a legend of the modern far-right movement.
The state religion of Australia and New Zealand will be Geneyism.
The coat of arms of Australia and New Zealand will be the DNA structure in the form of the number 8:

Canadian culture

In Canada, we should focus on Quebec, as the most right-wing region of Canada, and on popularizing French culture.
Quebec has a good black metal scene with “Forteresse” (far-right), “Cryptopsy” (at least, a la right, most likely), good directors (Denis Villeneuve), so we should popularize Pétain, Louis-Ferdinand Céline, Descartes, René Guénon, Baudelaire, Voltaire, and Napoleon there.
The structure of Quebec’s domestic politics should be identical to the structure of France’s domestic politics.
The state religion of Canada will be Geneyism.
The coat of arms of Canada will be the DNA structure in the shape of the number 8:

Forms of the educational process

The official radio waves (by radio waves I mean podcast channels) of all European countries will be:
•148.8 fm, which will play classical music.
The only channel that will exist not only on Protsiukstream (its own streaming absolute Genetical White Raced NS platform), odyssey, bitchute, rumble, telegram, but also on youtube. (although there, most likely, there will be a ban, sooner or later, but it is worth launching the “internet radio wave” there)
•141.4 fm, which will play lectures on European studies. Classical lectures by William Luther Peirce, Ben Klassen, Adam Green will be played (the same streams from “David Skrbina, gnostic informant”).
Also podcasts of various NS-actioners of the 88th rank and NS-hosts from the class of NS-intelligence
•88.8 fm, on which RAC will be heard.
It will be heard in the format of Internet radio, in the format of publication of NS-performers, etc.
•181.8 fm, on which NSBM will be heard.
•181.4 fm, which will play electronic NS music
From television, the following channel names will be available:

•ANSProtsiuk – a channel that will play things that explain Our absolute Genetical White Raced NS movement
•Protsiuk14news – about the most important news of Our Genetical White Raced family
•Protsiuk88news – about the most important news of Our Genetical White Raced family in each country, a more local channel
•Protsiuk18films – documentaries (like Werner Herzog's) about history and culture in general, many documentaries on the topic of Our Genetical White Raced family heritage
•Protsiuk14culture – about Genetical White Raced culture, with educational documentaries
•Protsiukfilmography – a channel that will play only the correct cinema from the list that I indicated in the "cinema" section
•Protsiuksport – a channel that we we will broadcast allball and all the sports listed in the "sports" section. We will put Our sports NS commentators.
We will also broadcast old sports broadcasts of the past (those that have not yet been influenced by chimpanzees), and perhaps we will broadcast wonderful classic films related to the art of movement

(“Olympia” by Leni Riefenstahl, “Suspiria” by Dario Argento, “Pina” by Wim Wenders, etc.).
Channel names on bitchute, odyssey, etc.:
•Dtatja (Death to all the jewish apes).
A channel on which we will spread the truth about all the harm that jewish macaques have caused to Our Genetical White Raced family. We will talk about the Holodomor, judeo-communism, jewishness, that the judeo-communist coalition in the two world wars was ruled by jews, and about everything that I talk about in the 1st and 2nd parts of “Neorevolution”.
In each country we will explain in more detail who, where and how sold out their people.
•Dtata (Death to all the apes)
A channel on which we will spread the truth about all the harm that macaques have caused to Our Genetical White Raced family.
•Dtatnm (Death to all the nigger monkeys)
A channel on which we will spread the truth about all the harm that nigger-macaques have caused to Our Genetical White Raced family.
•Dtatam (Death to all the asian monkeys)
A channel on which we will spread the truth about all the harm that asian macaques have caused to Our Genetical White Raced family.

•News Source TV (NS TV) – a channel on which we will spread the most important news that has happened in the last week.
•Absolute goalocaust – a channel that will be completely devoted to the topic of allball
•Simple Science TV (SS TV) – a channel with lecture materials from the scientific sphere, materials for school.
•Super Strong TV (SS TV) – a channel with dance lessons, sports education, etc.

We will broadcast all Our channels in all Genetical White Raced languages in all Genetical White Raced countries, and we will ban all absolutely idiotic (meaning absolutely all) advertising on signs, on the radio, on television, and instead, manufacturers will only be able to distribute advertising in the form of flyers - and that without any absolutely idiotic signs and uniforms, costumes, shows, or anything.
If a radio station is played inside various stores, it will only be from the list of radio stations that we have posted.

Education in educational institutions

Complete curriculum of Danish schools:

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “In storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “Metaphysics”, “Organon”, “On the soul”,
Friedrich Nietzsche “Thus spoke Zarathustra”, René Guénon “the crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Carl Theodor Dreyer (“the passion of Joan of Arc”, “Gertrude”, “the vampire” in the 11th grade), Lars von Trier (“Dogville”, “Dancer in the dark”, “kingdom”,

“Europe”, “the house that Jack built” in the 11th grade), Thomas Vinterberg (“Celebration”, “The hunt” in the 11th grade), Nicolas Winding Röfn (“Drive”, “the neon demon” in the 11th grade), Magnus van Horn (“the girl with the needle” in the 11th grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will”).

The following paintings will be shown in the lessons:
Sandro Botticelli (“The birth of Venus”, “Spring and Mars”, “Spring”, “Mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian Man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,

“the Triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The Bettlement law”, “A peasant house in the mountains”, “Parents' house in Leonding”, “The courtyard of the old residence in Munich”,
“Hofbräuhaus”, “A beautiful view”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have judeo-christian influence) in the 9th grade, and Arno Brecker (all his works from beginning to end), Josef Torak (all his works from beginning to end) with Bertel Thorvaldsen (all his works from beginning to the end) in the 12th grade.

They will listen to such composers, like

Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73", "12 Irish songs", 20 Irish songs", "25 Irish songs"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overture", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "26 Welsh songs", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp

(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Denmark, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European Studies” there will be only 1 history lesson per week, no more is needed, and the history of Denmark will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.

Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.

In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,

determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases,

children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.

Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets

without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.

For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.

2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.

The break between lessons will be 30 minutes.

The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of

these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Denmark will be named after the surnames of prominent Danish figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent

Genetical White Raced figures from the list listed in the “Architecture” section.
Regarding certain issues related to certain media influence of certain media figures from Denmark, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have an ultra-right slant and those figures who will officially express their support for Our regime will remain.

On sports channels in Denmark, childrens will play everything that I indicated in the sports section in the 7th part of the “Neorevolution”, but especially allball, and they will show a lot of games by Bent Larsen, Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emil Diemer.
We will also popularize Fischer's chess.
We will spin a little football (through Christian Eriksen, Michael Laudrup), winter sports too, but mainly allball.

We will popularize Danish athletes and broadcast them, similarly to Germanic athletes and the old Olympics.

Complete curriculum of Swedish schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,

Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “In storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”
11th grade (in order):
Aristotle “Metaphysics”, “Organon”, “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, René Guénon “the crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”
12th grade (in order):
Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education:
Ingmar Bergman (“Persona”, “the seventh seal”, “Strawberry meadow”, “Autumn sonata”, “Fanny and Alexander”, “whispers and cries”, “silence”, “one on one”, “Hour of the wolf”, “Summer with Monica” in the

11th grade), Viktor Sheström (“Prison”, “Wind” in the 11th grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will”) in the 12th grade (in the context of World War II).

The following paintings will be shown in the lessons :
Sandro Botticelli (“The birth of Venus”, “Spring and Mars”, “Spring”, “Mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian Man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“The triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The Bettlement law”, “A peasant house in the mountains”, “Parents' house in Leonding”, “the courtyard of the old residence in Munich”, “Hofbräuhaus”, “a beautiful view”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade, and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

Children's will listen to these composers

Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",

"symphony no. 35 in D major k. 385",

"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("Firebird"), Jan Sibelius ("Finlandia", all symphonies).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Norway, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Sweden will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial Theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief

introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday ("jewish studies" and "monology"), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Sweden will be named after the surnames of prominent Swedish figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Sweden,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

On the sports channels of Sweden, they will play everything that I indicated in the sports section in the 7th part of the Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emil Diemer.
We will also popularize Fischer's chess.
There will not be so much tennis (although there will be Bjorn Borg), but there will be a little UFC (because of Alexander Gustafsson), and more winter sports.
We will popularize Swedish athletes, and broadcast them, similarly to Germanic athletes and the old Olympics.

Complete curriculum of Norwegian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,

Knut Hamsun “Growth of the soil”, “Hunger”, “Victoria”, “Mysteries”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”
11th grade (in order):
Aristotle “Metaphysics”, “Organon”, “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, René Guénon “the crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”
12th grade (in order):
Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :
Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“The Birth of Venus”, “Spring and Mars”, “Spring”, “Mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian Man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting hudge and sleeping piety”,
“The triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The Battle of the Bulge”, “A peasant house in the mountains”, “Parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “A beautiful view”), Edvard Munch (“The scream”, “Vampire”, “Sun”, “Snowdrift”, “A man bathing”, “The

Kiss IV", "Girls on the bridge", "Woman on the veranda"), Theodor Kittelsen (all works).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("Firebird"), Edvard Grieg ("Peer Gynt op. 46", "Piano concerto in A minor, op. 16", "Holberg suite", "Piano sonata op. 7").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about

crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Norway, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with

macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Norway will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial Theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human

physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.

In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.

In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate

pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Norway will be named after the surnames of prominent Norwegian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Norway,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube,

telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On the sports channels in Norway, they will broadcast everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Magnus Carlsen, Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended), Emil Diemer. They will also broadcast a lot of allball, a little football (both old matches with Ole Gunnar Solskjaer, John Arne Riise, and new ones with Erling Haaland, Martin Odegaard, etc.), many winter sports (and, especially, biathlon, with Johannes Bø, Ole Einer Björndalen, Tiril Ehoff) with Norwegian and all Germanic representatives.

Complete curriculum of Icelandic schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,

Knut Hamsun “Growth of the soil”, “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “Metaphysics”, “Organon”, “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, René Guénon “the crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

The following paintings will be shown in the lessons:

Sandro Botticelli (“The birth of Venus”, “Spring and Mars”, “Spring”, “Mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”,

portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in unteraction with the sitting judge and sleeping piety”,
“The triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the bulge”, “A peasant house in the mountains”, “Parents’ house in leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “A beautiful view”)

Film education:

Lars von Trier (“Dancer in the dark” in 11th grade), Neshka Keen (“the Juniper tree” in 11th grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet

concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Edvard Grieg ("Peer Gynt op. 46", "Piano concerto in A minor, op. 16", "Holberg suite", "Piano sonata op. 7").

Additionally :

From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go

through the history of Europe and the history of Iceland, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Iceland will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no

cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what

specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails

(outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday ("jewish studies" and "monology"), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education

lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Iceland will be named after the surnames of prominent Icelandic figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Iceland, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in Iceland will broadcast everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and will show a lot of games by Magnus Carlsen, Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emil Diemer, they will also show extreme powerlifting (via Hafthor Bjornsson), they will also show a little football, but a lot of winter sports with Icelandic and all Germanic representatives.

Complete curriculum of German schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Tacitus “Germania”, Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Schiller “On the aesthetic education of man”, Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Leibnitz “Monadologie”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Friedrich Murnau (“Sunrise : song of two humans”, “Nosferatu”, “Faust”, “The last laugh”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, Truth and Reason in Interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard

of the old residence in Munich", "Hofbrühhaus", "a beautiful view), Caspar David Friedrich (all paintings).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("le sacre du printemps", "Firebird"), Joseph Haydn (“Deutschland über alles”).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Germany, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Germany will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief

introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Germany will be named after the surnames of prominent German figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Germany, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

On German sports channels, they will show everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Karl Schlechter, Vincent Kaymer, Emil Diemer, Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended). They will also show a lot of allball, a little football (both old matches with Franz Beckenbauer, Gerd Müller, Lothar Matthaus, and new ones with Manuel Neuer, Philipp Lahm), a little Formula 1 (Michael Schumacher, Sebastian Vettel), a lot of winter sports with German and all Germanic representatives.

Complete curriculum of French schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Antoine de Saint-Exupery “the little prince”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Baudleire “Chosen poems”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Rene Descartes “Discourse on the method”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Guillaume Faye “Archeofuturism”, Alain de Benoist “How to be a Pagan”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Abel Gance (“Napoleon” in 10th grade), Georges Méliès (“A trip to the moon” in 9th grade), Jean Vigo (“Atalanta” in 9th grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,

“Vienna opera”,
“The battle of the bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",

"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"),Debussy (“Clair de lune”, “arabesque no. 1”, “arabesque no. 2”, “reverie”, “prelude to the afternoon of a faun”, “la mere”,”passepied”, ballade”), Ravel (“Bolero”), Berlioz (“Symphonie fantastique”, all overtures), Bizet (all suites, all symphonies), Saint-Saens (all symphonies).

Additionally :

From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go

through the history of Europe and the history of France, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of France will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no

cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what

specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails

(outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday ("jewish studies" and "monology"), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education

lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in France will be named after the surnames of prominent French figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from France, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

Sports channels in France will show everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and will show a lot of games by Maxime Vachier-Lagrave, Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), and Emile Diemer. They will also show a lot of allball, they will hardly show football, but they will show a little mixed martial arts (the same Georges Saint-Pierre), and many winter sports.

Complete curriculum of Italian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”,“the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Baudleire “Chosen poems”, Howard Phillips Lovecraft “Collected poems" Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,

Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, D'annunzio “Child of pleasure”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Marcus Aurelius “alone with myself”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Federico Fellini (8½), Michelangelo Antonioni (“L’eclisse”, “L’avventura”), “Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard

of the old residence in Munich", "Hofbrühhaus", "a beautiful view)

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Vivaldi (“Four seasons”, “La follia”, “Concerto for two violins in A minor”, “Concerto for 4 violins in B minor”, “Violin concerto in A minor”, “Concerto no.4 in F minor”, “Cantate cessate, omai cessate”, “Concerto in E minor”), Verdi (“La Traviata”, “Rigoletto”), Puccini (overtures)

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Italy, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Italy will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Italy will be named after the surnames of prominent Italian figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.

Regarding certain issues related to certain media influence of certain media figures from Italy,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish

propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On Italian sports channels, they will broadcast everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Fabiano Caruana, Bobby Fischer (and his book - "Bobby Fischer teaches chess" will be recommended), Emile Dimer, they will also broadcast a lot of allball, less football (with Maldini, Cannavarro, Chiellini, Buffon, Totti, del Piero, Baggio., and especially promote the cult of Italian coaches, such as Carlo Ancelotti, Massimiliano Allegri, Antonio Conte, Fabio Capello, etc.), but they will broadcast more winter sports.

Complete curriculum of Spanish, Portugal and latin american schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust” Miguel de Cervantes “Don Quixote”, Howard Phillips Lovecraft “Collected poems" Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Luis Buñuel (“Un chien andalou”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a

beautiful view), Velázquez (all paintings, except christian ones).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("le sacre du printemps", "Firebird"), Isaac Albéniz (“Spanish suite”)

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Spain and Portugal, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Spain, Portugal and latin america will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief

introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Spain and Portugalwill be named after the surnames of prominent Spanish and Portugalian figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.
Regarding certain issues related to certain media influence of certain media figures from Spain and Portugal, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

On the sports channels of Spain, Portugal and latin america, they will play everything that I indicated in the sports section in the 7th part of the Neorevolution, but especially allball, and they will show a lot of games by José Raúl Capablanca, Bobby Fischer (and his book "Bobby Fischer teaches chess" will be recommended), Emil Dimer, they will also play a lot of allball, less attention will be given to football players and more to football coaches (attention will be given to the golden generation of Spanish football in 2012 with Xavi, Iniesta, and great sports coaches, such as Pep Guardiola, Vicente del Bosque), tennis will also get some attention (through Rafael Nadal), and on the sports channel in Argentina, a lot of attention will be given to Messi and Argentine coaches, such as Marcelo Bielsa, Diego Simeone, and in Portugal the main attention will go to Cristiano Ronaldo and a Portuguese coach like Jose Mourinho.

Complete curriculum of English schools :

5th grade (in order):

Julius Streicher “the toadstool”, Louis Carroll “Alice in the wonderland”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, John William Tolkien “lord of the rings”, “Beowulf”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", George Byron “Childe Harold's piligrimage”, Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Isaac Newton “the mathematical principles of natural philosophy”, Francis Bacon “New organon”, Tomas Hobbes “Leviathan”, Charles Darwin “On the origins of species”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Alfred Hitchcock (“Rear window”, Vertigo”, “psycho”),

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view), William Turner (all paintings), John Constable (all paintings).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet

concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of England, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of England will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in England will be named after the surnames of prominent English figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from England,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On the sports channels in England, they will play everything that I indicated in the sports section in the 7th part of the Neorevolution, but especially allball, and they will show a lot of games by Michael Adams, Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emile Diemer, they will also play a lot of allball, less football (with Wayne Rooney, Paul Scholes, Alan Shearer, Steven Gerrard, David Beckham, and we will especially promote the cult of English coaches, such as Eddie Howe, etc., and the cult of the fact that the English founded such a thing as football, because of their Genetic White Racial humanity), and there will also be plenty of winter sports.

Complete curriculum of Scottish schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Jonathan Swift “Gulliver's travels”, Robert Louis Stevenson “collected works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Scott “Aivengo”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Isaac Newton “the mathematical principles of natural philosophy”, David Hume “A treatise of human nature”, Charles Darwin “On the origins of species”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet

concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Scotland, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Scotland will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
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In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

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The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

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the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Scotland will be named after the surnames of prominent Scottish figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Scotland,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in Scotland will show everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emile Diemer, they will also show a lot of allball, less football (with the modern Scottish national team, which still has people playing, including Kenny Dalglish), a little tennis (Andy Murray, of course), and there will also be plenty of winter sports.

Complete curriculum of Irish schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Robert Luis Stevenson “collected works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Joyce “Ulysses”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Isaac Newton “the mathematical principles of natural philosophy”, David Hume “A treatise of human nature”, Charles Darwin “On the origins of species”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet

concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinskiy ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Ireland, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Ireland will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Ireland will be named after the surnames of prominent Irish figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Ireland,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in Ireland will show everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emile Diemer, they will also show a lot of allball, a little football (like the old matches with Roy Keane), UFC (Conor McGregor), boxers (Tyson Fury), and there will be plenty of winter sports.

Complete curriculum of Wallish schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Robert Luis Stevenson “collected works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Isaac Newton “the mathematical principles of natural philosophy”, David Hume “A treatise of human nature”, Charles Darwin “On the origins of species”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

David Wark Griffith (“Intolerance”, Birth of a Nation”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet

concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
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Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
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Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
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and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
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Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

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Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Wales will be named after the surnames of prominent Welsh figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.

Regarding certain issues related to certain media influence of certain media figures from Wales,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish

propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in Wales will show everything I mentioned in the sports section in Part 7 of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book, “Bobby Fischer Teaches Chess,” will be recommended), Emile Diemer, they will also show a lot of allball, and some attention will be given to football players (Gareth Bale, Ryan Giggs, Ian Rush) and football coaches (Ryan Giggs).

Complete curriculum of Dutch schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Robert Luis Stevenson “collected works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Tacitus “Germania”, Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Leibnitz “Monadologie”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, “Neorevolution, part 7”

Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “Parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a

beautiful view). Rembrandt (“the anatomy lesson of dr. Nicholas Tulp”, “Danae”, “the nightwatch”, “peddler selling spectacles”, “Self-porttait”, “Self-portrait with two circles”, “Saskia as Flora”), Vermeer (“woman with a pearl necklace”, “the art of painting”, “the girl with a pearl earring”, the milkmaid”, “Woman holding a balance, “Diana and her companions”, “woman with a water jug”, “girl, reading a letter at an open window”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"),

Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :

From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go

through the history of Europe and the history of Netherlands, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Netherlands will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no

cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what

specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails

(outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday ("jewish studies" and "monology"), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education

lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Netherlands will be named after the surnames of prominent Dutch figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Netherlands, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in the Netherlands will broadcast everything I mentioned in the sports section in part 7 of the Neorevolution, but especially allball, and will show a lot of games by Max Euwe, Bobby Fischer (and his book, of course), Emil Diemer, mainly.
They will also show a lot of old Dutch football with its stars like van Basten, Cruyff, Bergkamp, van Persie and the “total football” of Rinus Michels, and will popularize coaching itself as a Genetical White Raced occupation, in which it was Dutchmen like Cruyff, Rinus Michels, also Louis van Gaal, Ronald Koeman, who reached unprecedented heights.

Through coaching, as a phenomenon, we will popularize allball and its new tactics with new ways of playing, new Genetical White Raced coaching talents. We will also show a lot of winter sports.

On the sports channels in Belgium, they will play everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emile Diemer, and they will also play a lot of allball, and there will be some attention given to football, of course (and to football players like Eden Hazard, Kevin de Bruyne, Thibaut Courtois).

Complete curriculum of Belgium schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Antoin de Saint Exuperie “the little prince”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire “Candide”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Leibnitz “Monadologie”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, “Neorevolution, part 7”, Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard

of the old residence in Munich", "Hofbrühhaus", "a beautiful view).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",

"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Belgium, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Belgium will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief

introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Belgium will be named after the surnames of prominent Belgian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Belgium, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

On the sports channels in Belgium, they will play everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book – “Bobby Fischer teaches chess” will be recommended), Emile Diemer, and they will also play a lot of allball, and there will be some attention given to football, of course (and to football players like Eden Hazard, Kevin de Bruyne, Thibaut Courtois).

Complete curriculum of Polish schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, “Neorevolution, part 7”

Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Krzysztof Kieślowski (“the double life of Véronique”, “three colours : blue”, “three colours : red” in 11th grade), Andrzej Żuławski (“Posession” in 11gh grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a

beautiful view), Jan Matejko (“Stańczyk”, “Battle of Grunwald”, “Astronomer Copernicus”, “The union of Liublin”, “Poland, 1836”, “Kościuszko at Racławice”, “Constitution of 3 May 1791”, “Portrait of Alfred Potocki”),
Zdzisław Beksiński (all works), Alfonse Mucha (all works), Illya Ripa (“Reply of the Zaporozhian cossacks to sultan mehmed 4”, “Hopak”, “Vechornytsi”, “Sadko”, “Cossacks on the Black sea”, “Parisian cafe”, “Didn’t wait”, “barge haulers on the volga”,
“Zaporozhian”, “Portrait of Sofia Dragomyrova”, “Gogol’s self-immolation”, “Zaporozhets colonel”, “Portrait of Ivan Kramsky”, “Portrait of Taras Shevchenko”, “Self-portrait of 1878”, “Cossack in the Steppe”, “Ukrainian woman”, “Ukrainian woman by the fence”), Ivan Kramskiy (“Mermaids”, “Stranger”, “Moonlight night”, “Portrait of Taras Shevchenko”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th

grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G

string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"). Chopin (“Nocturne op. 9 no. 2” in E-flat major”, “Spring waltz”, “Nocturne no. 20 in C-sharp minor”, “Nocturnes, op. 27 no. 2 in D-flat major”, “Lento sostenuto”, “Fantasie impromtu”, “Nocturne in B flat minor, op. 9 no. 1”, “Etude op. 25 no. 11”, “Ballade no. 1 in G minor”, “Etude op. 10 no. 4”, “Piano concerto no. 1 in E-minor”, “Nocturne in F major, op. 15 no. 1”, “Polonaise in A-flat major op. 53”, “Polonaise in C-sharp minor”, “Nocturne in B major op.32 no.1”, “Nocturne in C minor op. 48 no.1”, “Revolutionary etude op. 10 no. 12”, “Nocturne in E minor op.72 no.1”), Zbigniew Preisner (“Lacrimosa”, “Van den Budenmeyer concerto en Mi mineur”, “to know”).

Additionally :

From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe

and the history of Poland, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Poland will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from

the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Poland will be named after the surnames of prominent Polish figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Poland,

it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On Polish sports channels, they will broadcast everything that I mentioned in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Jan-Krzysztof Duda, Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended), Emil Diemer, Vasyl Ivanchuk, and they will also broadcast a lot of allball, and football will get some attention, of course (and football players like Robert Lewandowski, Wojciech Szczesny, Lukas Piszczek).

Complete curriculum of Czech/Slovakian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”, “Neorevolution, part 7”

Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education (all films will be shown in 11th grade, except for the works of Leni Riefenstahl, which will be shown in 12th grade :

František Vláčil (“Marketa Lazarová”), Věra Chytilová (“Daisies”), Miloš Forman (“Amadeus”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a

beautiful view), Jan Matejko (“Stańczyk”, “Battle of Grunwald”, “Astronomer Copernicus”, “The union of Liublin”, “Poland, 1836”, “Kościuszko at Racławice”, “Constitution of 3 May 1791”, “Portrait of Alfred Potocki”), Alfonse Mucha (all works), Illya Ripa (“Reply of the Zaporozhian cossacks to sultan mehmed 4”, “Hopak”, “Vechornytsi”, “Sadko”, “Cossacks on the Black sea”, “Parisian cafe”, “Didn’t wait”, “barge haulers on the volga”,
“Zaporozhian”, “Portrait of Sofia Dragomyrova”, “Gogol’s self-immolation”, “Zaporozhets colonel”, “Portrait of Ivan Kramskiy”, “Portrait of Taras Shevchenko”, “Self-portrait of 1878”, “Cossack in the steppe”, “Ukrainian woman”, “Ukrainian woman by the fence”), Ivan Kramsiky (“Mermaids”, “Stranger”, “Moonlight night”, “Portrait of Taras Shevchenko”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,

and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G

string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Smetana (“My homeland”, “the bartered bride”).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.

1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Czechia, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the

history of Czechia will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin's textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.

Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called

(((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.

Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.

For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.

2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Czechia will be named after the surnames of prominent Czech figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Czechia,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels of the Czech Republic and Slovakia will broadcast everything that I mentioned in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - "Bobby Fischer teaches chess" will be recommended), Emil Diemer, and they will also broadcast a lot of allball, and there will be some attention given to football, of course (and to football players such as Peter Čech, Pavel Nedvěd, Tomáš Rosický, Jan Oblak, Marek Hamšík, Milan Škriniar, Martin Škrtel) and other sports in which the Czechs and Slovaks have achieved good results.

Complete curriculum of muscovian schools :

5th grade (in order):
Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”
6th grade (in order):
Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”
7th grade (in order):
“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas
8th grade (in order):
Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”
Geometry course (in European studies): “Geometry” Euclid
9th grade (in order):
William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Alexander Pushkin “Evgeniy Onegin”,
Mykhail Lermontov “Hero of our time”, Lev Tolstoy “Anna Karenina”, Howard Phillips Lovecraft “Collected

poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education (all films will be shown in 11th grade, except for the works of Leni Riefenstahl, which will be shown in 12th grade :
Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,

“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view), Alphonse Mucha (all works), Ivan Shishkin (all works), Vasily Surikov (all works), Konstantin Vasiliev (nearly all works)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :

Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Smetana (“My homeland”, “the bartered bride”).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp

(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of muscovy, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of muscovy will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.

In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases,

children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.

Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets

without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.

For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.

2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.

The break between lessons will be 30 minutes.

The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of

these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in muscovy will be named after the surnames of prominent muscovian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent

Genetical White Raced figures from the list listed in the “Architecture” section.
Regarding certain issues related to certain media influence of certain media figures from muscovy,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

Complete curriculum of Litwinian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk
“Neorevolution, part 1”, “Neorevolution, part 2”,
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on wwo friendships”, Ben Klassen “the eternal religion of Nature”

Film education (all films will be shown in 11th grade, except for the works of Leni Riefenstahl, which will be shown in 12th grade :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, Truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a

beautiful view), Illya Ripa (“Reply of the Zaporozhian cossacks to sultan mehmed 4”, “Hopak”, “Vechornytsi”, “Sadko”, “Cossacks on the Black sea”, “Parisian cafe”, “Didn’t wait”, “barge haulers on the volga”, “Zaporozhian”, “Portrait of Sofia Dragomyrova”, “Gogol’s Self-Immolation”, “Zaporozhets colonel”, “Portrait of Ivan Kramsky”, “Portrait of Taras Shevchenko”, “Self-portrait of 1878”, “Cossack in the Steppe”, “Ukrainian woman”, “Ukrainian woman by the fence”), Ivan Kramskiy (“Mermaids”, “Stranger”, “Moonlight night”, “Portrait of Taras Shevchenko”).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :

Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",

"symphony no. 35 in D major k. 385",

"sonata for two pianos in D, k. 448",

"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",

"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre

du printemps", "Firebird"), Smetana (“My homeland”, “the bartered bride”).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).

In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Litwinia, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Litwinia will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,

determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.

In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set

without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.

For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.

2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.

The break between lessons will be 30 minutes.

The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the

next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Litwinia will be named after the surnames of prominent Litwinian

figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Litwinia, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On the Litvinian sports channels, they will play everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - "Bobby Fischer teaches chess" will be recommended), Emil Diemer, and they will also play a lot of allball, first of all.

Complete curriculum of Rus-Ukrainian schools :

5th grade (in order):

Olexandr Savchuk “Old Egyptian literature”, Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Mykola Gogol “Evenings on a farm near Dykanka”, Anton Chezhov “ Steppe”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):
Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”
11th grade (in order):
Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”
12th grade (in order):
Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :
Olexandr Dovzhenko (“Earth” in 11th grade), Yuriy Illenko (“Shadow of forgotten ancestors”, “Eve of Ivan

Kupalo”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, Truth and Reason in Interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view), Zdzisław Beksinski (all paintings, students can safely subscribe to his Instagram channel to see his paintings), Alphonse Mucha (at wikiart), Ilya Ripa (“Reply of the Zaporozhian cossacks to sultan mehmed 4”, “Hopak”, “Vechornytsi”, “Sadko”, “Cossacks on the Black sea”, “Parisian cafe”, “Didn’t wait”, “barge haulers on the volga”,
“Zaporozhets”, “Portrait of Sofia Dragomyrova”, “Gogol’s Self-Immolation”, “Zaporozhets colonel”, “Portrait of Ivan Kramsky”, “Portrait of Taras Shevchenko”,
“Self-portrait of 1878”, “Cossack in the Steppe”,
“Ukrainian woman”, “Ukrainian woman by the fence”), Ivan Kramsky (“Stranger”, “Mermaids”, “Moonlight night”, “Portrait of Taras Shevchenko”, “Head of a Ukrainian peasant”, “Beekeeper”, “Portrait of Kuindzhi,
“Self-portrait of 1867”), Mykola Pymonenko (“Harvest in Ukraine”, “Reaper”, “Kiev flower girl”, “Idyll”,
“Date”, “Ukrainian night. Date”, “Don’t joke”, “Ford”,
“Home”, “Geese, home”, “Before the storm”,
“Matchmakers”, “Young woman”, “For water”), Volodymyr Orlovsky (“Huts in the forest. peace”,
“Ukrainian landscape”, “Ukrainian landscape with a

windmill", "Seascape", "Coast near Sudak", "Evening. seashore", "Lake in Gatchina", "Landscape with a mountain stream", "Landscape. Reeds in the River", "In the meadow thickets", "Pond. summer evening", "Summer day in Ukraine", "Summer landscape", "Leisure in the steppe").
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and if more specifically, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th

grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537",

"Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Sibelius ("Finlandia", all symphonies), Silvestrov ("Messenger", "Melodies of the moments", "Two dialogues with postscript", "Bagatelles").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently

learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Rus-Ukraine, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Rus-Ukraine will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and

from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of

the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.

Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure. “Lviv national university of Ivan Franko” will be renamed “Lviv national university of Yevhen Konovalets”,
“Lviv polytechnic national university” will be renamed “Lviv polytechnic national university of Petro Kapytsia”.
“Lviv national Academy of music of Mykola Lysenko” will be renamed
“Lviv national Academy of music of Igor Stravinskiy”
The so-called “anti-Ukrainian catholic university” will simply be completely demolished, since it is not only absolutely disgusting from the outside, but it is also absolutely disgusting from the inside.
The rest of Lviv universities will remain the same.
Ternopil universities will be renamed “Western Ukrainian national university” to “Western Ukrainian national university of Fedir Dostoevskiy”.
“Ternopil national pedagogical university of V. Hnatyuk” to “Ternopil national pedagogical university of Kostyantyn Ushynsky”.
“Lutsk national university of Lesya Ukrainka” will be renamed to “Lutsk national university of Andriy Protsyuk”.

Lutsk theological academy will simply be converted into a museum of some kind, or simply destroyed.
The following universities will be renamed from Rivne universities:
National university
“Ostroh academy” will be renamed to National university “Ostroh academy of Andriy Protsyuk.”
National university of water management and environmental management will be renamed to National university of water and environmental engineering of Andriy Protsyuk.
Zhytomyr national university of Ivan Franko will be renamed to Zhytomyr national university of Fedir Dostoevsky.
Vinnytsia national medical university of M. I. Pirogov will be renamed to Vinnytsia national medical university of Andriy Protsyuk.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Rus-Ukraine will be named after the surnames of prominent Rus-Ukrainian figures (mainly from those listed in the 2nd part of the

“Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.
Regarding certain issues related to certain media influence of certain media figures from Rus-Ukraine, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On the sports channels of Rus-Ukraine, they will play everything that I indicated in the sports section in the 7th part of the Neorevolution, but especially allball, and they will show a lot of games by Vasyl Ivanchuk, Ruslan Ponomariov (and we will broadcast the analysis of the games of Rus-Ukraine chess players from the youtube channel “Chess for everyone” on the tv channel), Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended), Emil Dimer, Vasyl Ivanchuk.,

and they will also play a lot of allball, and football will get some attention, of course (and football players, such as Shevchenko, Mudryk). But first of all, we will pay attention, of course, to allball, as a sport that was born on the lands of Rus-Ukraine.

Complete curriculum of Estonian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3” “Neorevolution, part 4”, “Neorevolution, part 7” Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183",

"Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Wagner ("die Walküre"), Stravinskiy ("le sacre du printemps", "Firebird"). Arvo Pärt ("Spiegel im spiegel", "salve regina", "fratres", "da pacem", "Tabula rasa", "symphony no. 4", "de profundis", "für Alina").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Estonia, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in

the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Estonia will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology,

neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs),

but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.

Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Estonia will be named after the surnames of prominent Estonian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Estonia,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On Estonian sports channels, they will play everything that I mentioned in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Paul Keres, Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended), Emil Diemer, and they will also play a lot of allball, first of all.

Complete curriculum of Lithuanian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3” “Neorevolution, part 4”, “Neorevolution, part 7”

Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Robert Zemekis (“Forrest Gump”), Jonas Mekas (“As I was moving ahead occasionally I saw brief glimpses of beauty”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Lithuania, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Lithuania will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief

introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Lithuania will be named after the surnames of prominent Lithuanian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Lithuania, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

Lithuanian sports channels will show everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emil Diemer, and they will also show a lot of allball, first of all.

Complete curriculum of Romanian and Moldovian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Cristi Puiu (“death of mr. Lazarescu”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard

of the old residence in Munich", "Hofbrühhaus", "a beautiful view)

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",

"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Vivaldi ("Four seasons", "La follia", "Concerto for two violins in A minor", "Concerto for 4 violins in B minor", "Violin concerto in A minor", "Concerto no.4 in F minor", "Cantate cessate, omai cessate", "Concerto in E minor").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Romania and Moldova, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Romania and Moldova will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS shareholders, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Romania and Moldova will be named after the surnames of prominent Romanian and Moldovian figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.

Regarding certain issues related to certain media influence of certain media figures from Romania and Moldova, it will be quite simple to delete the accounts

of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels of Romania and Moldova will broadcast everything that I mentioned in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emil Diemer, and they will also broadcast a lot of allball, and football will get some attention, of course (and football players, like Gheorghe Hagi).

Complete curriculum of Hungarian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Liszt (“La campanella”, “Hungarian rhapsody no. 2”, “Liebestraum no. 3”, “Etude no. 6”, “Un sospiro”, “Hungarian rhapsody no. 6”, “Etude no. 6”, “Mephisto waltz no. 1”).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about

crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Hungary, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman

Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Hungary will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a

repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Hungary will be named after the surnames of prominent Hungarian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Hungary, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will

officially express their support for Our regime will remain.

On the sports channels of Hungary, they will play everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emil Diemer, and they will also play a lot of allball, and football will get some attention, of course (and football players, such as Ferenc Puskás, Dominik Szoboszlai, Péter Gulácsi, Willy Orban, etc.).

Complete curriculum of Croatian, Bosnian, North Macedonian, Slovenian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun “Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard

of the old residence in Munich", "Hofbrühhaus", "a beautiful view).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",

"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Croatia, Bosnia, Slovenia and North Macedonia, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed

due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Croatia, Bosnia, Slovenia and North Macedonia will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a

repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.

That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.

In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools

and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Croatia, Bosnia, Slovenia and North Macedonia will be named after the surnames of prominent Croatian, Bosnian, Slovenian and North Macedonian figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.
Regarding certain issues related to certain media influence of certain media figures from Croatia, Bosnia, Slovenia and North Macedonia it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).

Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

Sports channels in Croatia, Bulgaria, Slovenia, Bosnia, and North Macedonia will show everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and will show a lot of games by Veselin Topalov (in Bulgaria), Bobby Fischer (and his book “Bobby Fischer teaches chess” will be recommended), Emil Diemer, Vasyl Ivanchuk, and will also show a lot of allball, and football will get some attention, of course (and football players like Luka Modrić, Ivan Rakitić, Zlatan Ibrahimović in Croatia, Hristo Stoichkov, Dimitar Berbatov in Bulgaria, like Jan Oblak, Benjamin Šeško in Slovenia, Edin Džeko, Zlatan Ibrahimović in Bosnia, Goran Pandev in North Macedonia).

Complete curriculum of Serbian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Adam Mickiewicz “Pan Tadeusz”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view).

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183",

"Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently

learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Serbia, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Serbia will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and

from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of

the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.

Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Serbia will be named after the surnames of prominent Serbian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Serbia,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On Serbian sports channels, they will broadcast everything that I mentioned in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - "Bobby Fischer teaches chess" will be recommended), Alexander Alekhine, Emil Diemer, and they will also broadcast a lot of allball, and there will be some attention given to football, of course (and to football players like Nemanja Vidic), as well as tennis (Novak Djokovic).

Complete curriculum of Albanian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons :
Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view”).

Among the sculptors, we will show Myron ("Discobolus") and Praxiteles ("Aphrodite of Milo" and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers :
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",

"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird").

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).

There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Albania, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in

the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Albania will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology,

neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs),

but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.

Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).
In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.
Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in Albania will be named after the surnames of prominent Albanian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from Albania,
it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On the Albanian sports channels, they will play everything that I indicated in the sports section in the 7th part of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emil Diemer, and they will also play a lot of allball, and football will get some attention, of course (and football players like Granit Xhaka, Xherdan Shaqiri).

Complete curriculum of American schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Edgar Allan Poe “Collection of the best works”, Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution, part 5”, Knut Hamsun

“Hunger”, Ezra Pound “Cantos”, Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”, Henry Ford “international jewry”, William Luther Pierce “the Turner diaries”, “Hunter”

11th grade (in order):

Aristotle “On the soul”, Friedrich Nietzsche “Thus spoke Zarathustra”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”, Mircea Eliade “the myth of the eternal return”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 3”
“Neorevolution, part 4”,
“Neorevolution, part 7”
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”, William Rockwell “White Power”

Film education (in chronological order) :

All of the films below will be watched by children in 11th grade, except for Leni Riefenstahl's films (in 12th grade) :
Orson Wells (“Citizen Kane”), David Lynch (“Mulholland drive”, “Blue velvet, “Eraserhead”, “lost highway”, “Inland empire”, “Twin peaks : all seasons”), Terrence Malick (“Tree of life”), Godfrey Reggio (“Koyaanisqatsi”), Martin Scorsese (“Taxi driver”, “Goodfellas”, “raging bull”), Francis Ford Coppola (“Apocalypse now”, “godfather”), Howard Hawks (“Rio bravo”), John Ford (the searchers”), John Cassavetes (“Woman under the influence”), Nicholas Ray (“In a lonely place) , Quentin Tarantino (“pulp fiction”), Wachowski (“Matrix”), Paul Thomas Anderson (“There will be blood”) and David Fincher (“Fight club”) in 11th grade, when Leni Riefenstahl (“Olympia”, “Triumph of the Will”) in 12th grade.

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”,

“Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, Truth and Reason in Interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,
“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,

and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",
"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",

"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Edward Elgar (“Enigma” variations, “pomp und circumstances”, “concert in E minor”, “serenade in E minor op. 20”, quintet in A minor for piano and string quartet, all symphonies, all overtures, all suites).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.
On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.

1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp
(we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of USA, which will have fewer dates and more understanding.
The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.
In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the

history of USA will simply be shown through the history of Europe.
In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin's textbooks will be taught.
There will be 1 algebra lesson and 1 geometry lesson per week.
Biology and medicine: will start from the 1st grade in the form of natural science.
From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.

Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).
Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones.
That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called “theory of relativity” (and in the 12th grade textbook they will explain that the so-called

(((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard, and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.

Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.

Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.

For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.

Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.

In total, from the 8th grade there will be 18 lessons per week.

2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.
The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.
There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.
Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:
the more important the street, the more important the surname it will be renamed.
Basically, the streets in all cities in USA will be named after the surnames of prominent American figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.
Regarding certain issues related to certain media influence of certain media figures from USA, it will be quite simple to delete the accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

On US sports channels, they will play everything that I indicated in the sports section in the 7th part of

Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book - “Bobby Fischer teaches chess” will be recommended), Emile Diemer, and they will also play a lot of allball, and attention will be paid, first of all, to allball.

Complete curriculum of Canadian schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, Antoine de Saint-Exupery “the little prince”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Rene Descartes “Discourse on the method”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”

Film education :

Deni Villeneuve (“prisoners”,

“arrival”, “blade runner 2049”, “dune : part 1”, “dune : part 2”, “polytechnique”, “sicario”), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, Truth and Reason in Interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",

"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Edward Elgar (“Enigma” variations, “pomp und circumstances”, “concert in E minor”, “serenade in E minor op. 20”, quintet in A minor for piano and string quartet), Berlioz

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Canada, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Canada will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Canada will be named after the surnames of prominent Canadian figures (mainly from those listed in the 2nd part of the "Neorevolution") and the surnames of prominent Genetical White Raced figures from the list listed in the "Architecture" section.

Regarding certain issues related to certain media influence of certain media figures from Canada, it will be quite simple to delete the accounts of all those

influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

Canadian sports channels will show everything I mentioned in the sports section in Part 7 of Neorevolution, but especially allball, and they will show a lot of games by Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emile Diemer, and they will also show a lot of ice hockey.

Complete curriculum of Australian and New Zealand schools :

5th grade (in order):

Julius Streicher “the toadstool”, Snorri Sturluson “the younger Edda”

6th grade (in order):

Hans Christian Andersen “List of the best works”, “the elder Edda”, Herman Wirth “the chronicles of Oera Linda”, Howard Phillips Lovecraft “collected works”

7th grade (in order):

“the texts of the Egyptian pyramids” James P. Allen, “Enuma Elish”, “Atrahasis”, “Epic of Gilgamesh”, study of Hinduism through the Vedas

8th grade (in order):

Hesiod “Theogony”, Homer “Iliad”, “Odyssey”, Virgil “Aeneid”, Ovid “Metamorphoses”

Geometry course (in European studies): “Geometry” Euclid

9th grade (in order):

Machiavelli "the prince", William Shakespeare "Hamlet", Goethe "Faust", Voltaire "Candide", Howard Phillips Lovecraft “Collected poems", Rudyard Kipling "Those poems that I have translated".

10th grade (in order):

Fedir Dostoevskiy “crime and punishment”, Andriy Protsiuk “Neorevolution”, part 5,
Knut Hamsun “Hunger”, Ezra Pound “Cantos”,
Louis-Ferdinand Céline “Journey to the end of the world”, Ernst Jünger “in storms of steel”,
Henry Ford “international jewry”,
William Luther Pierce “the Turner diaries”

11th grade (in order):

Aristotle “On the soul”, Rene Descartes “Discourse on the method”, Friedrich Nietzsche “Thus spoke Zarathustra”, Rene Guenon “Crisis of the modern world”, Julius Evola “Revolt against the modern world”, Martin Heidegger “Being and time”

12th grade (in order):

Adolf Hitler “Mein Kampf”, Andriy Protsiuk “Neorevolution, part 1”, “Neorevolution, part 2”, “Neorevolution, part 4”,
Miguel Serrano “Adolf Hitler: the last avatar”, “Jung and Hesse: notes on two friendships”, Ben Klassen “the eternal religion of Nature”, Brenton Tarrant “manifesto”

Film education :

Peter Weir (“On hanging rock” in the spring of 11th grade), Leni Riefenstahl (“Olympia”, “Triumph of the Will” in 12th grade).

The following paintings will be shown in the lessons: Sandro Botticelli (“the birth of Venus”, “Spring and Mars”, “Spring”, “mystical naivety”, “Pallas and the Centaur”, “Venus”, “Venus and Mars”, “Primavera”, “Fortitude and temperance”, “Calumny of Apelles”, portrait works), Michelangelo da Caravaggio (“Medusa”, “Narcissus”, “Jupiter, Neptune and Pluto”, “Cupid who sleeps”), Michelangelo Buonarroti (“Bacchus”, “Ignudo”, “Battle of the Centaurs with the Lapiths”, portrait works), Leonardo da Vinci (“Mona Lisa”, “Leda and the Swan”, “Vitruvian man”, portrait works), Raphael Santi (“School of Athens”, portrait works),
Albrecht Dürer
(“Fortune”, “Hercules at the Crossroads”, “Philosophy”, “Time”, “Justice, truth and reason in interaction with the sitting judge and sleeping piety”,
“the triumphal arch of Maximilian” and all 8 works from the “Great triumphal procession”), Adolf Hitler (“Neuschweinstein castle”,
“Vienna opera”,

“The battle of the Bulge”, “a peasant house in the mountains”, “parents’ house in Leonding”, “Courtyard of the old residence in Munich”, “Hofbrühhaus”, “a beautiful view)

Among the sculptors, we will show Myron (“Discobolus”) and Praxiteles (“Aphrodite of Milo” and all his sculptures that were not mutilated) in the 8th grade, Michelangelo (all his sculptures that do not have christian influence) in the 9th grade,
and Arno Brecker (all his works from beginning to end) with Josef Torak (all his works from beginning to end) in the 12th grade.

They will listen to composers
Beethoven (all 9 symphonies, "moonlight sonata", "für Elise", "ode an die Freunde", "piano sonata no. 17", "sonata appasionatta op. 51", "sonata no. 8 in C minor op. 13", "sonata no. 21 in C major", "piano concerto no.5 op. 73"), Mozart ("requiem", "Piano concerto no. 21, k. 467", "Symphony no. 40 in G minor, k. 550", "the magic flute : overture", "the marriage of figaro: overute", "Clarinet concerto in A major k. 622", "Eine kleine nachtmusik, k. 525",
"symphony no. 35 in D major k. 385",

"sonata for two pianos in D, k. 448",
"Piano sonata no. 16 in C major, k. 545",
"Piano concerto no. 23", "Violin concerto no. 3 in G major, k. 216", "Symphony no. 25 in G minor, k. 183", "Piano concerto no. 20 in D minor, k. 466", "Piano concerto no. 22 in E flat major, k. 482", "Piano concerto no. 24 k. 491", "Piano concerto no. 26 in D major, k. 537", "Piano concerto no. 27 in B-flat major", "Air on the G string", "Cello suite no. 1 in G major", "Toccata and fugue in D minor", "prelude in C major",
"Violin concerto in A minor", "Double violin concerto in D minor", "Brandenburg concerto"), Vivaldi ("four seasons"), Wagner ("die Walküre"), Stravinsky ("le sacre du printemps", "Firebird"), Edward Elgar (“Enigma” variations, “pomp und circumstances”, “concert in E minor”, “serenade in E minor op. 20”, quintet in A minor for piano and string quartet, all symphonies, all suites, all overtures).

Additionally :
From the 5th grade onwards, the duration of the lessons will be 45 minutes, up to the 5th grade, the duration of the lessons will be 30 minutes.

On Monday, the first lesson will be jewish studies (where the truth about the jews will be investigated), the second lesson will be monkey studies (mainly about crime statistics and news related to macaques in Europe, over the past week).
There will be English and German lessons for those Genetical White Raced countries that do not know them, and in these lessons they will independently learn to translate literature that is in the Genetical White Raced literature curriculum.
1 English lesson and 1 German lesson per week, both languages will be studied from the first grade.
There will be 2 Genetical White Raced literature lessons per week (the program is written above
If the children do not have time, they will simply give more homework).
In history lessons, they will teach “March of the titans: complete history of the White Race” Arthur Kemp (we will use this book simply as an additional manual, not necessarily forcing children to read it all from beginning to end), “Germania” by Tacitus, “the darkening age” by Catherine Nixey and will briefly go through the history of Europe and the history of Norway, which will have fewer dates and more understanding.

The main emphasis is on the history of Genetical White Raced Pagan civilizations and how Europe was destroyed due to (((christianity))) and mixing with macaques, where using the example of the Roman Empire to show how the Roman Empire was destroyed due to (((christianity))), and how such great countries in the past as India, Egypt, Greece, Iran, Mesopotamia, etc. were destroyed due to mixing with macaques.

In the course of “European studies” there will be only 1 history lesson per week, no more is needed, and the history of Australia and New Zealand will simply be shown through the history of Europe.

In mathematics lessons, statistics, probability theory, fractions, basic equations from algebra and geometry with stereometry according to Ponarin’s textbooks will be taught.

There will be 1 algebra lesson and 1 geometry lesson per week.

Biology and medicine: will start from the 1st grade in the form of natural science.

From the 8th grade there will be a more serious variant of biology, that is, until the 8th grade there will be no cytology and so on, there will be less botany, but from the 8th grade Racial theory will begin (which will be taught until the 12th grade inclusive) and zoology will

be studied in more detail, in the 9th grade human anatomy will be studied in more detail and human physiology will be studied less, in the 10th grade human physiology will be studied in more detail with a repetition of the human anatomy course and a brief introduction to genetics, in the 11th grade neurobiology, neuroscience and neuropsychology will be studied, and from the 12th grade neurobiology, neuroscience and neuropsychology will be studied in more depth.
Fundamentals of tactical medicine: applying a tourniquet, performing artificial respiration, wrapping bandages, from the 8th grade.
In the course of the basics of everyday medicine, children will learn to give an injection, measure blood pressure,
determine the nature of the disease by symptoms, learn about the main symptoms and main types of diseases, children will also learn to take temperature, treat wounds, from the 8th grade.
Here, the teachers themselves will draw up a more specific schedule for medicine. (in which grade what specifically to study, although it is desirable, of course, to simply distribute by level of difficulty).

Up to the 8th grade, natural science will be 2 times a week, after the 8th grade inclusive, biology will be 2 times a week, medicine 1 time a week.
In the course of physics, the basics of plumbing work, the basics of apartment repairs, sharpening knives, hemming, repairing computers, soldering headphones. That is, the basics of mechanics, only the basics of hydromechanics (due to the need for plumbing repairs), but in depth, children will study electronics instead of the so-called "theory of relativity" (and in the 12th grade textbook they will explain that the so-called (((albert einstein))) is the biggest jewish chimpanzee fake in the history of science) and astronomy (children will not learn anything from astronomy, except the names of the planets of the solar system).
Physics will be taught from the 8th grade.
Physics will be 2 times a week.
In additional courses for NS actioners, they will learn how to make weapons.
Chemistry will be taught once a week from the 8th grade, and we will analyze the program of protection against a nuclear bomb (in the style of nuclear m8n8lits), learn how to make molotov cocktails (outdoors, of course), grind gunpowder, and, basically, how to use conventional saltpeter (again, in the yard,

and for safety reasons, they will learn this, like molotov cocktails, from the 10th grade), and they will also study the topic of chemical weapons.
In military training lessons (from the 8th grade), they will learn to shoot, military training lessons will be taught once a week.
In physical education lessons in European studies, the main subject will be allball.
Each physical education lesson will begin with a warm-up.
Once every 2 weeks, there will be 2 sets of push-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, 2 sets without additional weight for children up to the 8th grade, both sets in an explosive style), once a week there will be 2 sets of pull-ups to muscle failure (1 set with additional weight and 1 set without additional weight for children from the 8th grade inclusive, for children up to the 8th grade 2 sets without additional weight), the rest of the time will be spent playing allball.
Each gym will definitely have a punching bag (preferably more than one, but that, of course, will depend on the capacity).

In general, there will be 2 physical education lessons per week.
For university entrance, for studying an in-depth program and passing exams, there will be separate pre-university courses, in which they will prepare for university entrance.
Such courses will be for children from the 10th grade, although some children can, of course, come there earlier.
In total, from the 8th grade there will be 18 lessons per week.
2 on Monday (“jewish studies” and “monology”), and 4 lessons on the remaining days.
The break between lessons will be 30 minutes.
The lessons will be conducted, mainly, in such a way that on 1 day subjects as close as possible to each other will be studied, that is, on one of these 4 days there will be 2 physics lessons and 2 mathematics lessons, on the next of these 4 days there will be 2 biology lessons, 1 medicine lesson, 1 chemistry lesson, on another of these 4 remaining days of the week there will be 1 history lesson, 2 literature lessons, 1 physical education lesson, on another day of the week there will be 1 German lesson, 1 English lesson, 1 physical education lesson, 1 shooting lesson.

The names of the streets will also be renamed in honor of those figures whom I will indicate when renaming the universities.

There will also be an absolute change in all secondary and higher educational institutions throughout Europe, and to be more specific, it will look like this: in schools and universities, firstly, mainly the most theoretically savvy NS activists will work.

Secondly, not only the names of schools and universities will change, but also their internal structure.

Regarding educational policy through the renaming of streets, for all cities in Europe there will be a principle of renaming streets:

the more important the street, the more important the surname it will be renamed.

Basically, the streets in all cities in Australia and New Zealand will be named after the surnames of prominent Australian and New Zealand figures (mainly from those listed in the 2nd part of the “Neorevolution”) and the surnames of prominent Genetical White Raced figures from the list listed in the “Architecture” section.

Regarding certain issues related to certain media influence of certain media figures from Australia and New Zealand, it will be quite simple to delete the

accounts of all those influential media golems who spread jewish propaganda (on social networks such as jewtube, telegram, twitter, tiktok, the use of which we will ban throughout Europe).
Only those media figures whose political views will have a far-right slant and those figures who will officially express their support for Our regime will remain.

The sports channels in Australia and New Zealand will be showing everything I mentioned in the sports section in part 7 of Neorevolution, but especially allball, and they will be showing a lot of games by Bobby Fischer (and his book, “Bobby Fischer teaches chess,” will be recommended), Emile Diemer, and they will also be showing a lot of Australian rules football.

Additional points :
Textbooks (both electronic and paper) will be made for schools and universities, in accordance with the school and university programs.

We must create many educational textbooks (not necessarily purely for school and purely for university) for all branches in the Rus-Ukrainian language, and translate them all into English.
We will create English-speaking (with a Rus-Ukrainian language course) schools and English-speaking (with a Rus-Ukrainian language course) universities in Rus-Ukraine (for this, having converted some unnecessary universities), so that as many NS of various kinds as possible will move to Rus-Ukraine, helping Our regime to maintain power.
A new composition will teach in schools - not old 60-year-old judeo-communistic chekists with jewish sawdust instead of brains, but young NS-educators.
During lessons, all children will be forced to put all their phones in a special box, after which the children will be given their phones again during the break.
In early grades, we will teach the culture of early Genetical White Raced civilizations, such as Egypt (the best fit is
“Texts of the Egyptian pyramids” by James P. Allen, “The epic of Gilgamesh”, “Ancient Egyptian literature in Ukrainian translations” from Olexander Savchuk and the opera “Aida” by the brilliant Verdi), Mesopotamia (“The epic of Gilgamesh”), India (there is a lot to read

there), Persia (“Thus spoke Zarathustra” by Nietzsche), in a new style (emphasizing that this is Our Genetical White Raced heritage, whose countries were destroyed due to mixing with macaques).
Just study the caste system and understanding of the old Genetical White Raced civilizations.
The exact sciences will be taught in a very practical way, for example, the section of European studies called “physics” will be a section related to labor training, because in labor training and physics lessons we will teach children how to repair objects and military affairs (we will learn to shoot and do military training, because we will go out with the children into the fresh air to live in tents, like scouts), in chemistry lessons we will study the use of chemicals in the home, and in biology lessons we will teach, first of all, human anatomy and physiology and teach the basics of medicine (both ordinary and military), also sometimes going on mushroom foraging trips or something, and in chemistry we will teach, first of all, household chemistry and, in general, we will practically explain the essence of many things.
The main focus in the study of physics will be on the study of electronics (and we will remove some unnecessary sections from the program), the main

focus in the study of biology will be on the study of race, anatomy, and physiology.
In the “European studies” section, children will learn history mainly in terms of cultural history, and from the history of states they will learn only the Greco-Roman history of state formation and the history of the 20th and 21st centuries, especially the revisionist history of the holocaust, the history of the Third Reich, the history of the jews causing the Holodomor, etc.
From languages, we will teach English as the main language and German as an additional one (translating from German in lessons). English and German will be taught later through video content and, even later, through translation activities (in this way, together with the students, we will create a translation for the literature necessary for the movement).
Children will pass the Racial theory from the 6th grade. From the evaluation system, we will first of all evaluate the artistry, accuracy, and depth of the expressed thought (or to be more precise, we will give points for the level of argumentation, the quality of artistic presentation and the specificity of the description, so that it is clear that the child has memorized the material)., since we will often check the level of

knowledge of children by writing works instead of passing tests, and the works, accordingly, will often be written while listening to classical music or after watching a film, video material, or something (we will alternate, that is, 1 time the writing of works will take place while listening to classical music, and the 2nd time the writing of works will take place in silence), in music lessons of European studies children will learn to play some musical instrument chosen by them themselves (later it will be possible to change the choice, but the choice can be changed no more than 2 times).

After lessons, children who want to get good marks will stay for one lesson and will listen to the classics for the entire lesson.

Whoever writes the best essay on the topic of the listened work will be able to get an excellent mark and put it in their current grade for any subject.

We will practice Racial typing within student groups, by photo, etc. - we will teach children this from the 8th grade.

There will be after-school clubs in every school and they will be related to a wide variety of activities, such as a soccer club, a martial arts club, a military affairs club, a music club, a film club (like the film club at the

educational platform “Plomin”), etc., etc., but all of this will be related to one thing. We will direct people from the sections to the appropriate activity, that is, we will direct talented students of the music school to the musical path (to play in bands, not necessarily classical ones), talented students of the drawing school to the drawing path (they will create designs for clothing production), talented students of the weaving school to the creation of clothing brands close to Our movement of absolute Genetical White Raced NS, and so on, and so on.

In all educational institutions (comprehensive schools, music schools, art schools, higher educational institutions, etc.) children will be required to wear a black/white top in addition to a black/white bottom, but all sportswear is absolutely prohibited, except for physical education lessons.

There will definitely be rules regarding excess weight, there will be certain restrictions according to which a person will not be able to go beyond this range (according to height) and will be obliged to either gain weight or lose it.

We will recommend alternative platforms for obtaining information to students (bitchute, odyssey, rumble, telegram, archive. org, matrix, signal, session,

torbworser, protonvpn, etc.), so that without jewish censorship, or with its least possible impact, we will teach how to safely use mobile devices and basic hacking skills in electives for NS shareholders.

In universities, at the faculty of world culture (this is what the general humanitarian faculty will now be called, in which there will be some specialized branches, but the general program will be the same for everyone) we will teach the youth in depth all of Andriy Protsyuk (yes, me) and the history of Rus, all of Aristotle and the entire history of Greece and Rome with the history of Greek art and the history of Rome, all of Greek thought, all of Heidegger and the history of the Reich in depth with the history of the art of the Reich (not only Arno Brecker, Josef Torak and Leni Riefenstahl), all of Nietzsche and the history of the judeo-abrahamic lies (and the history of the destruction of the entire Genetical White Raced culture through this judeo-abrahamic lie), all of Evola and the history of the far-right thought in depth (and the history of all far-right art in depth).

At the technical and natural sciences faculties, everything will be taught the same as before, only with the obligatory study of my works and the disciplines I

created and with the obligatory involvement in military affairs and technological developments.
Every student (both at the faculty of world culture and at a certain technical/natural sciences faculty) will be forced to undergo military training, but without the completely stupid judeo-soviet coloring of the grass, but instead with real shooting and military skills.
Women in schools will learn to raise children, study pedagogy, the recommended specialty for women will be the “female version of the faculty of world culture”, where, in addition, they will teach pedagogy and teach how to raise children (and will take such works as, for example, “Genealogy. The science of the family” by Hans Günther) .
Women will be hired only in rare cases (special talent of an individual woman, preferably creative, of course, and if they are hired for secondary work, then they will take the most dysgenic women).
Basically, their activities will be focused on raising children.
In addition, those women who really want to work will be able to do it without complaining to the uncle in the office, but instead by doing freelance work.
Every school day in schools, we will first play the national anthem, after which we will do 10 minutes of

exercise (bends, warm-ups, and exercises for vision and neck are mandatory), and only after that we will conduct classes.
There will be more discussions, creative tasks in the lessons, and, accordingly, fewer tests of all kinds.

Education in higher education institutions

At the philosophy department of the faculty of European studies

students will teach a basic textbook on the history of philosophy, Aristotle (“Organon”, “Metaphysics”, “Physics”, “On the soul”, “Poetics”, “Rhetoric”, “Politics”, “Categories”, “On interpretation”, “Preliminary analytics”, “On sophistic refutations”, “Reason and sensibility”), Plato (“Dialogues”), Plotinus (“Enneads”), Machiavelli (“the prince”),
Newton (“Mathematical principles of natural philosophy”), Descartes (“Discourse on the method”), Leibniz (“Monadology”), Voltaire (“Candide”, presenting him as an anti-semite and a man who absolutely opposed judeo-abrahamism), Immanuel Kant (“Critique of pure reason”, presenting him as a racist and anti-semite, because it is true), Georg Hegel (“Phenomenology of spirit), David Hume (“A treatise on human nature”, presenting him as a racist, because it is true), Nietzsche (“Thus spoke Zarathustra”, “Will to power”, “The joyful science”, “The genealogy of morals”, “Ecce Homo: how we become Ourselves”, “The birth of

tragedy from the spirit of music", "Antichrist: A curse on christianity", who was the NS before the advent of the NS), all of Andriy Protsiuk (all my books, especially 4th part of the "Neorevolution", 2nd part of the "Neorevolution", prologue booklet to the "Neorevolution"), Gottlob Frege ("On meaning and significance"), Rene Guénon ("The crisis of the modern world"), Julius Evola ("Revolt against the modern world"), Martin Heidegger ("Being and time"), Guillaume Fay ("Archaeofuturism"), Ludwig von Bertalanffy ("General systems theory"), there will also be information about Volodymyr Vernadsky (in Rus-Ukrainian universities), and multi-volume atlases on brain anatomy, neuroscience and neuropsychology will be studied, respectively.

In Greece, additional attention will be paid to ancient thinkers, in the Netherlands, additional studies will be made of the works of Hermann Wirth ("The chronicle of Ur-Lind. The earliest history of Europe"), in Belgium, additional studies will be made of Leon Degrelle ("Hitler for a thousand years"), in Croatia, additional studies will be made of Vril, in Romania and Moldova, additional studies will be made of Mircea Eliade ("The myth of eternal return").

At the history department of the faculty of European studies, we will teach
revisionist literature, i.e. literature about the holocaust, Adolf Hitler (“Mein Kampf”), Alfred Rosenberg (“the myth of the 20th century”).
We will definitely teach the works of such figures as Herodotus (“History”), Tacitus (“Germania”), Cicero (“Republic”, “Laws”), Plato (“State”), Aristotle (“Politics”), Niccolò Machiavelli (“Statesman”), Thomas Hobbes (“Leviathan”), Otto Rahn (“The court of lucifer”).
Of the lesser-known works, such a work as “March of the titans: complete history of the White Race” by Arthur Kemp will be mandatory.
Of the anti-christian figures, we will promote the works of Catherine Nixey (“The Darkening Age”), Galyna Lozko (“Anthology of christianity”).
Also we will teach all my books as well.
Students will also definitely read my eight-volume book.
We will prepare the most talented historians for government positions in Our state.
And yes, there will be no departments for managers, marketers and other lazy, sycophants.
There will also be no separate philological department (with all due respect), as it will be completely replaced

by the philosophy faculty (because, according to Nietzsche, a true philologist must be a philosopher), and for those who want a high level of language training, there will always be a translation faculty.

At the translation department of the faculty of European studies, in addition to languages, we will teach
Ferdinand de Saussure (“Course in general linguistics”), Lucien Tesniére (“Elements of structural syntax”), Charles Sanders Peirce (“How to make our ideas clear”, “Peirce’s philosophical works”), Louis Hjelmslev (“Prolegomena to a theory of language”), Ludwig von Bertalanffy (“General systems theory”).
And they will translate all kinds of NS literature, of course, as assignments in pairs.
Depending on the chosen translation language, the program will be appropriate.
But all literature from the desired list of literature will be translated into different languages, respectively.

That is, Ezra Pound's "Cantos" will be translated into German by students of German translation, and Hans Günther will be translated into Rus-Ukrainian, and Shakespeare (a man of far-right political views and, moreover, most likely an anti-semite) will be read in a six-volume work, translated by many competent people. (and thus they will study English)
Somehow it works like this.
We will popularize me as a translator, and the brilliant translator Petro Tarashchuk (with his brilliant translation of "Journey to the end of the night" by Louis-Ferdinand Celin).
There will be no separate faculty of linguistics, if anything, only translation faculties.
We will also prepare the best politically and professionally prepared students for the positions of foreign diplomats, for the positions of radio and television presenters, for the positions of journalists, etc.
The international language of the NS from all over the world should not be English, but German [because Germany is the country that, if it produced geniuses, they were all far-right, and the NS regime is not to be mentioned, because it was the ideal perfection of everything that Germany had been striving for for so

long. Let me remind you that Bach had 20 children and he himself was a very conservative person, Mozart was a sycophant for aristocrats, Beethoven was a fan of Napoleon for a long time (and I adore his music from the big German three the most, since it is more revolutionary and romantic in spirit), Wagner was far-right, Haydn was strongly right-wing conservative, Brahms was strongly right-wing conservative (but, of course, with a nuance regarding his help to the jewish chimpanzees).

Of the great German scientists, Leibniz was a fairly apolitical right-wing conservative (his attitude to politics somewhat resembles Bach's), Gauss was a German nationalist, Euler was simply a fairly quiet right-winger, quite little is known about Riemann's views,

Hilbert, despite his criticism of the NS, was simply quite apolitical, perhaps a la libertarian, and Frege was the NS.

Of the German thinkers, Leibniz was a fairly apolitical quiet conservative, Kant was an far-right racist and anti-semite, Fichte was clearly a right-wing anti-semite, Hegel was a right-wing conservative with fairly pronounced racist views, Schelling was an

far-right racist, Nietzsche was the NS before the advent of the NS, and Heidegger was the NS.
Of the German politicians, the most famous are Hitler, Kaiser and Bismarck (I think that there is no need to further explain their views, since German politicians are considered a certain absolute of far-right views, beyond which there is no one in Germany.
We will definitely achieve the fact that it is German that will be the most important international language of communication, not English.

At the film department of the faculty of European studies, students will definitely additionally study such books as:
Aristotle "Rhetoric", "Poetics", "On the soul", Georg Hegel "Lectures on aesthetics", Friedrich Schelling "Philosophy of art", Friedrich Nietzsche "The birth of tragedy from the spirit of music", Martin Heidegger "The origin of the work of art", Leni Riefenstahl "Memoirs", Andriy Tarkovskiy "Lectures on film directing", "Imaged time", Agafonova "General theory of cinema", they will learn about film waves, basic film editing techniques, etc., they will definitely watch all the films from my list.

To receive state money for filming a movie, a huge competition will be held, in which participants will have to provide a list of 50 favorite films, 40 favorite directors, write a script, describe how they would like to see this film and how to shoot it, describe their own experience in the film industry, and after that the jury will choose the winners according to the criterion of "aesthetic taste * innovation".

At the department of sculpture of the faculty of European studies, they will definitely study Myron ("Discoball") and Praxiteles ("Aphrodite of Milos" and all his sculptures that were not mutilated), Michelangelo Buonarroti (all his works), Arno Brecker and Josef Torak.
The best sculptures created (both from the list of sculptures compiled by me and my own ideas) will later be installed in cities.

At the biology department of the faculty of European studies, we will definitely teach Ernst Haeckel (not only as an outstanding biologist, but also as an outstanding social Darwinist), Darwin ("On the origin of species", however, with the amendment that the modern theory

of evolution is not Darwinian), Konrad Lorenz (as an outstanding NS biologist) will be deeply studied in the 4th part of my “Neorevolution”, Mendel (as a German biologist), James Watson (“Molecular biology of the Gene”), Hans Günther (“Racial types of Europe”, “Racialogy of the jews”), Ludwig von Bertalanffy (“General systems theory”), Edward Rupert (Invertebrate zoology : in four volumes”), with a special focus.
Next, the task will simply be to choose textbooks written by someone from Our Genetical White Raced family, but without jews and judeo-communists.
Well, we will also ban all kinds of Linnaeus's idiocy (judeo-communistic christian idiocy).
We will invest the most in the development of such sub-departments of the biology department as the sub-departments of genetics, neurosciences, and biochemistry.

At the mathematics department of the faculty of European studies, we will definitely prove that a jewish chimpanzee nicknamed einstein stole everything from

Poincaré, Hilbert, Lorentz, etc. (using the works of the author nicknamed christopher jon bjorkness). We will also definitely teach the works of Gottlob Frege (as a researcher with NS-views), namely his “Fundamentals of arithmetic. Logical-mathematical investigation of the concept of number”, “Logic and logical semantics”, “Introduction to logic”, “What is a function?”), Ludwig Bieberbach (“Deutsche mathematik”), Hermann Weyl (“On the philosophy of mathematics”), Ludwig von Bertalanffy (“General systems theory”).

In addition, we will popularize German mathematicians first and foremost, namely Leibniz, Gauss (who at one time held far-right political views), Euler, Hilbert and Riemann, less Fermat, Poincaré, Descartes and Laplace, but also quite a lot of Archimedes and, of course,
we will also definitely promote Pythagoreanism as a phenomenon.

It would also not hurt to have such books as Sharygin G. I. (“Lectures on elementary geometry”), Ponarin Y. P. (“Elementary geometry: in three volumes), until we find something better.
The rest of the program is for non-jews and non-judeo-communists to write mathematical literature.

Well, the program will focus on applied mathematics, completely demolishing all purely theoretical sub-departments of the Mathematical department of the faculty of European studies.
We will also involve all the best mathematicians in developing programs dedicated to the National Emergency, developing our own electronic device with its own operating system, and we will create our own browser, just in case (the browser name will be appropriate, i.e. “Protsiuk.com”), our own social network (Hessenger), streaming and video platform (Protsiukstream) and, of course, our own electronic device (Protsiukphone) with its own coding system (Protsiukode).
The rest of the program, so that mathematical literature is written not by jews and not by judeo-communists.
Economists will simply be mathematicians who will additionally study atlases of the human brain, neuropsychology, and will study some literature on economics (they will definitely study Genetical White Raced protectionism, they will definitely study “The economy of the Third Reich” by Gustav Stolper translated by Maxym Krylenko, “The philosophy of National Socialism” by Otto Dietrich., Maxym

Zinkovsky, Yevgen Gerasymenko “The struggle continues. National Socialism as it is”).
The most intelligent economists will later be involved in work in the highest branch of the state.

At the physics department (all specialties related to physics - from software engineers to nanotechnology specialists) of the faculty of European studies we will definitely prove that a jewiah chimpanzee named einstein stole everything from Poincaré, Hilbert, Lorentz, etc. (using the works of the author nicknamed christopher jon bjorkness).
We will not allow any textbooks by jews and judeo-communists.
We will also popularize Werner Heisenberg, Werner von Braun.
And then everything will be according to the program.
We will involve the most advanced physicists in the production of weapons, the production of artificial intelligence, new electronics, etc.

At the chemistry department of the faculty of European studies, we will definitely teach Germar Rudolf ("The chemical composition of auschwitz: technology and toxicology of cyclone b and gas chambers – crime scene investigation", "Rudolf's report").
We will involve the most advanced chemists in the production of chemical weapons, in pharmaceutical activities related to nootropics, in biochemical and neurochemical research.
The rest is according to the program.

At the geographical department of the faculty of European studies, we will definitely teach Myklouho-Maclay, we will glorify all the great colonialists, such as Christopher Columbus.

At the sports department of the faculty of European studies, we will teach only allball and chess (Fisher chess).
We will prepare for the increased popularization of this sport.
We will learn allball through training in the coaching activities of the most outstanding football coaches, volleyball coaches, and handball coaches.
From literature, we will popularize Marcelo Bielsa (almost all the books, both by him and about him), Pep Guardiola (all the books, because he trained Messi + Pep himself is a close friend of Bielsa, and, in many ways, his student), Carlo Ancelotti (and his book).
From coaches, we will popularize Johan Cruyff, Rinus Michels, Marcelo Bielsa, Pep Guardiola, Alex Ferguson, Carlo Ancelotti, Zinedine Zidane, etc.
From football players, we will popularize Lionel Messi and German football player Bert Traumann.
We will position football, volleyball and handball as sports in which everything that was possible has already been discovered, and which should be replaced by a new sport - allball.

Work

People will work 5 days a week on a flexible schedule, meaning they will come to work at 9:00 and leave whenever they want, because the main goal of work will be to complete a certain amount of work, according to the relevant employment contract, but when a person completes this amount of work and under what conditions is their personal life, because they will choose their own work schedule.
This is the freedom of a person that the leaders of the enlightenment era were waiting for, not today's work, a la "from 8 am to 8 pm for all work", so that then on 2 days off they can simply get away from this constant stress.
Of course, there will still be professions that work according to a schedule, such as salespeople in stores, although some stores will work differently: some of them will work in the 1st shift, some will work in the 2nd shift, but as few stores as possible will work in 2 shifts in a row, as is the case now.
As for children, children will have 4 months of vacation (the entire month of April, in honor of women's pride month and Adolf Hitler's birthday, and in the summer, from June to August), while adults will simply work 40%

less in the summer to devote more time to their own activities.
For the homeless, we will build hostels where they will learn certain skills necessary for certain jobs (the type of job will be chosen by them themselves, we will not choose for them), after which they will be able to work in these jobs.
All Rus-Ukrainian veterans of the war of Rus-Ukraine against the jews will be paid for the treatment of their wounds, that is, in case of the need to buy prostheses, we will buy prostheses, for example, or something.
Cameras in concentration camps will stream 24/7 everything that happens inside the concentration camps, so that the jews will not even have the opportunity to invent something that was not there (spoiler: they will still invent the absolute jewish hutzpah by a videomontage).
Golems in concentration camps will work 12 hours a day, 6 days a week, or they will have the appropriate level of beating.
The guards will feed the most traitorous prisoners of the concentration camps with worms, beetles (((judeo-communists want to eat this jewish crap in order to (((save the planet))), soy milk and, especially active ones, estrogen-containing therapy, jewish shit

(literally, because judeo-communists love to eat jewish shit), especially judeo-communistic men will be sterilized there (because those who want to live in an anti-male way will receive all the signs of judeo-communistic anti-masculinity, as they wanted).
At the same time, we will deal with environmental issues of climate change, but not at all with those jewish (((methods))) with which the jews are trying to destroy Our Genetical White Raced population, such as the extermination of farms or mass deforestation, but instead we will think about energy and its remodernization.
And the judeo-communistic crap will only be able to to file complaints to have her sentence reduced from life to a shorter one.
All concentration camps will be signed with the phrase “golem's work office”.
The motto will be – “to the judeo-communists judeo-communism”.
Inside will be hung translated flyers about how jews actually organized judeo-communism, judeo-feminism, judeo-lgbt., that jews actually organized the Holodomor, financed the entire judeo-communistic coalition during the two world wars, invented jewishness to enslave Europe, and so on and so forth.

The list of literature in the concentration camp libraries will be as follows:
Andriy Protsiuk (“Neorevolution: in 8 volumes”), Adolf Hitler (“Mein Kampf”), Alfred Rosenberg (“The myth of the 20th century”), William Luther Peirce (“Selected articles”), Louis Ferdinand Celine (“Pamphlets”), Ben Klassen (“The eternal religion of Nature”, “The White man’s bible”), David Lane (“88 principles”),
Henry Ford (“International jewry”), Revilo Oliver (“jewish Strategy”, “jews love christianity”), David Skrbina (“The mystification of the jew: How the cabal of saint paul deceived the world for two thousand years”), Paula Fredricksen (“When christians were jews: first generation”), Joyce Antler (“jewish radical feminism”), Paul Rassinier (all books), Germar Rudolph (all books), Don Heddesheimer “The first holocaust. jewish fund raising campaigns with holocaust claims during and after World War one”, Russell E. Gmirkin “Plato and the Creation of the hebrew bible”, Arhtur Kemp “March of the titans: The history of the White Race”, and the rest.
Visiting concentration camps will be a form of tour, as anyone can visit the concentration camp for a small fee and see how concentration camps work from the inside.

Filming the concentration camp from the inside will, of course, be permitted for all visitors.

We will definitely also order a film from some really good director about the conditions of concentration camps under Our regime (and we will show everything as it is).

Eventually, even the prisoners in the concentration camps themselves will be able to film from the inside, because they will be allowed tablets inside the cells.

All prisoners of concentration camps will be put on electric bracelets that will shock them with an electric current (in case some golem prisoners want to escape from the concentration camp).

The only ones who will almost not exist in Our regime of absolute Genetic White Racial NS will really work more and receive much less money - all kinds of managers, marketers, economists and other types of freeloaders.

Only NS shareholders with an appropriate level of understanding not only of legal matters, but also of NS will work as judges.

Sellers will calculate the purchase of goods using the formula “visitation × average level of earned funds per visit”.

Attendance is not necessarily the same as stores, but security guards will also count.
In this way, we will collect additional important statistical data, which will later be analyzed by researchers.
Bosses will earn about the same as ordinary employees, but they will work more hours.
We will really take care of the fight against global warming with real methods, so work related to the spread of CO_2 will be minimized (details will be revealed in the state).

Industry

There will be a lot of agriculture in Rus-Ukraine.
We will focus on sowing one non-hybridized type of hemp that can be planted (hemp seed cannabis sativa).
From technologies, we will first release on electronic devices those applications that are related to Our Absolute Genetical White Raced NS movement.
We will download some applications to Google Play, but in schools we will conduct instructions on where and how to download applications on the Internet, taking into account the fact that Google, as a jewish browser, will sooner or later block these applications.
The basis of the state is the development of military technology, and all technological development should be reduced to this rule.

We will trade with states with materials, not the final product, because the final product in Our absolute Genetical White Raced NS-state will be an NS-product, which will not suit other states until the absolute jewish zog is defeated by Our Genetical White Raced troops.
To explain more specifically, we will not be able to export clothes, for example, because no one will buy them in conditions of absolute zog until absolute zog is

defeated in other European states, so let's focus on what materials we will be able to sell.
If we sell goods, then for individuals through websites on the internet and applications (clothing websites or applications with delivery to different countries of the world), but not with deliveries to the entire country, because, obviously, the cause of absolute zog will remain until it is destroyed by the method of an absolute coup d'état.
From imports, the same perfumes will only be from Coco Chanel, according to her views, or from Rus-Ukrainian manufacturers.
We will popularize brands of NS clothing, such as “Runic storm”, “SVA STONE”, “MILITANT ZONE, etc., also Dr. Martins and, in principle, berets, as well as, of course, the entire set of NS skins clothing, also Londsdale, of course, and from sportswear only Adidas and Puma, from German NS clothing also Hugo Boss and Louis Vuitton and, in addition, from fashion we will popularize long-sleeved black and white longsleeves, long-sleeved black and white polos, short-sleeved black and white polos, long-sleeved black and white shirts with leather coats, and for women we will popularize the style of Coco Chanel (who was literally NS in her views and worked on the NS regime).

Some small production will be our own, and large production, such as electronic devices, cars, and other marvels of engineering, will be clearly regulated, in accordance with the views and history of the manufacturing brands.
We will purchase transport from Volkswagen, Ford, and Porsche.
BASF, Bayer, Hoechst, and Agfa.
We will also popularize biohacking at the state level and sell both dietary supplements, nootropics, and literature on biohacking (a book by the author of the Clever Mind channel, for example, or something).
As for entertainment, there will also be baths with the blood of jews and the rest of the macaques, pools with the blood of news and the rest of the macaques, but only NS shareholders will have access to such luxury.
There will also be blood soup from the blood of jewish macaques, hematogen from the blood of jewish macaques, and the rest of the dishes and drinks, there will be blood gravy from the blood of jewish macaques, and, of course, blood nectars from jewish macaques, which we will feed the pigs (well, so that the food does not disappear for nothing).

All the names of all goods produced in Our state will have to have names related to the NS or positively glorifying some aspects of the NS.
If some manufacturers want to continue their own food production activities, they will be obliged to carry out a complete rebranding and produce everything with a new recipe according to the principles of NS (Natural Selection).

Fundamental plan of foreign politics

In order to live in a perfect world, it is necessary to destroy everything imperfect.
Humanity, that is, Europeans, are the most perfect beings on Earth.
macaques, that is, the rest, prevent Europeans from creating an absolutely ideal world.
So, Our goal will be the destruction of all macaques (all jews, niggers, asians).
Our main task for achieving this goal will be to capture the USA.
The US army is frankly lax, so we can do it.
To do this, we must finance American NS organizations with weapons, such as the “Atomwaffen Division”, “O9A”.
In addition, we will arm NS figures (from all possible NS organizations in Europe, the plan for capturing which is described below) in Rus-Ukraine and then throw them into the USA so that they take the main body there and take power.
And thus we will have access to 5000 nuclear warheads, which will make Us invincible – once and for all.

We will develop the offensive map together with “Atomwaffen Division”, “O9A”, “Blood and Honour”.
We will drive all the cops and military who resist when we seize power to fight (namely, to clear minefields with their charred bodies).
Similarly, we will drive the tck gopniks to the war.
And so, if the USA
starts to threaten Our regime with a military invasion or that they will gather an army to defend the USA from an invasion from Our side, then we will start to threaten the USA with a nuclear explosion (of course, on “California” first, but it will also depend on which regions volunteer to fight against Our regime).
We will do the same in Canada, namely, we will blow up “Toronto” (in order to ensure independence for Quebec), if Canada volunteers to fight against Our regime.
Similarly for Australia and New Zealand, namely, we will unleash it on some very macaque region if their government starts mobilizing troops.
We will absolutely brutally torture for at least 50+ years all captured military personnel (we are talking about people, not macaques, because we we will absolutely brutally torture all macaques for at least 50+ years) who want to fight against us.

If you are human and you want to be alive in Our regime – just accept Our absolute Genetical White Raced NS regime.

All true NS in these countries must help Us in Our cause - if not militarily (because some people are too valuable), then at least culturally.

In the USA, we will try to take power and cleanse those regions that will be under Our control.

As a whole country, we will change, of course, Canada, first of all.

A foreign policy that will help implement this plan

With the understanding that Our movement of absolute Genetical White Raced NS will have many supporters, we can expect that many people will want to take part in Our Genetical White Raced battles, so for such people I advise moving to Rus-Ukraine after Our establishment of the power of the absolute Genetical White Raced NS.
To cross the border, you will need to pass an elementary NS-test, after which you will be able to safely cross the border of the state of Rus-Ukraine.
We will allow all participants of Blood and Honour, Atomwaffen Division, Combat18, O9A, Nordic Resistance Movement, National Socialist Network to enter Our state of the future, without passing the NS test (because everything is clear there anyway), but with a background check (so as not to run into a fed).
We will allow the Celtic peoples to rule in England (they have long deserved it).
We will restore the finno-ugric languages in Estonia.

If we can't simply calm the Serbs down, we'll drop as many bombs on them as will be enough to make such an entity as Serbia simply cease to exist.
In its place, a part of Greater Croatia will then be formed.
If the golems are told to fight, they will go to fight - it's simple.
Therefore, the only effective way is a change of power or a successful military operation against the invasion of golems.
During the seizure of power in Europe, on every tank will be written that, quote, "if you do not resist Our regime, we will not touch you."
Therefore, while trump will be engaged in destabilization in the USA, the NS/WP will be engaged in destabilization in muscovy (only the leader there is somewhat shady, so we will replace him with a less shady one), if they do not fight in Our army (if they fight, the questions will disappear by themselves).
After the seizure of power, surnames throughout Europe will be changed in newborn children, in accordance with modern customs.
In Rus-Ukraine, it would look like this: for example, a person with the surname “Ivanchuk” would replace it with one that corresponds to where they currently live

and to what their father's name was, i.e. Vasyl, born in Kyiv from Andriy's father, would receive the surname "Andriyenko," and, for example, Andriy, born in Volyn from Vasyl's father, would receive the surname Vasylchuk, similarly with Our Women.
If the parents' names are of jewish macaque origin or some other macaque origin, then the child's surname would be given only after the parents' names were changed, or, if the parents cannot be found, then it would be chosen independently according to the same principle.
Surnames throughout Europe would work in a similar way.
When seizing power in a certain territory, we will be forced to immediately build nuclear bunkers there, in which we can hide from a nuclear explosion in the territory where we will be, in order to calmly continue Our political activities of the absolute Genetical White Raced NS.
We will build a whole system of cities with nuclear bunkers underground for the highest state elite first and later for all Europeans.
There will be a shortage of food, and therefore there will be a separate profession of food delivery people.
Nuclear bunkers will be different for different people.

The best nuclear bunkers will be for the absolute Genetical White Raced NS-emperor (I will have the best conditions possible), absolute Genetical White Raced NS-activists of the 88th rank, NS-statesmen's and the Sturmabteilung.

Inside the nuclear bunkers will be the following list of books:

Andriy Protsiuk (all my literature), Adolf Hitler ("Mein Kampf"), Alfred Rosenberg ("The myth of the 20th century"), Aristotle ("Organon", "Metaphysics", "Aesthetics", "Poetics", "Rhetoric", "Politics", "On the soul"), Friedrich Nietzsche (all books), Martin Heidegger ("Being and time"), Gottfried Leibniz ("Monadology"), Voltaire ("Candide"), David Hume ("Meditations on human nature"), Rene Descartes ("Reflections on method"), Homer ("Iliad", "Odyssey"), Hesiod ("Theogony"), Virgil ("Aeneid"), Sophocles (all his works), Euripides (all his works), Aeschylus (all his works), Ovid ("Metamorphoses"), Horace (all his works), William Shakespeare (all his works), Voltaire ("Candide"), Byron ("Don Juan", "Mazepa"), Knut Hamsun (all books), Ezra Pound ("Cantos"), Ernst Junger (all books), Mykola Gogol (all his works), Fedir Dostoevskiy ("Crime and Punishment").

We will build a trillion underground nuclear power plants to have electricity underground and, accordingly, to live peacefully underground, engaged in underground agriculture and having all the comforts.
All NS activists of any rank, NS-statesmen's and Sturmabteilung will receive a protective nuclear suits.
First, we will seize power in Poland, having previously found out about the connections of the 3rd assault brigade and Azov with the far-rights in Poland (this will need to be found out in more detail from Olena Semenyaka).
After the seizure of Poland [by the following route (main option): Przemyśl, Rzeszów (the largest Rus-Ukrainian diaspora, former Rus-Ukrainian territories), Tarnobrzeg (former Rus-Ukrainian territories), Radom (not so much population + border with Warsaw);
alternative route number 1:
through the Chelmszyn region to Lublin, through Lublin to Radom, through Radom to Warsaw;
alternative route number 2: through Zamość to Lublin, then to Radom, and then to Warsaw; alternative route number 3: deploy troops in Lithuania and go through Suwalki to Ostrołęka and later to Warsaw](and we will capture Poland itself using the same tactic of “jews as defensive shields”).

Even if Poland itself immediately prepares for the scenario that I described in this book, the simplest option would be to bribe the Polish general (promising him that no matter how much the Polish state gives, we will always give him more money, which is true, by the way), after which, in fact, the Polish army will receive an order not to attack the Rus-Ukrainian army (Rus-Ukrainian troops).

If the Polish general refuses, we will bribe those Polish soldiers who are ready to kill the general, providing the killer's family with shelter and a comfortable life, that is, everything he wants (if he wants 1 billion dollars, we will allocate 1 billion dollars for him, change his passport, together with his family, and relocate him to a safe region for the period of Poland's liberation from the jews), and in case the next general is elected, we will pay him to rebel against the Polish government, or we will pay some Polish soldier to kill this general - and so on ad infinitum.

Poles have no sense and meaning about standing up for modern Poland, so the only reason they will stand up for it is shekels from Polish politicians.

We will act similarly with the generals of all countries and the military of all countries in which we will try to seize power, but these agreements apply only to those

countries where people live, because no one will negotiate with any macaques inside Egypt, only with an ultimatum - either they will surrender or we will launch 14 tactical nuclear strikes.
When we go to seize power in Poland, we will put white flags on our tanks, and the same in Germany and the rest of the countries.

While gaving come to power in the Poland, we will establish our own Sturmabteilung there, which will consist of those Rus-Ukrainians who agree to work for the Sturmabteilung, both in Poland itself, and we will settle in Poland NS from Rus-Ukraine, who will work for the Sturmabteilung.
Of course, after the capture of Poland, there may be an attack by muscovites from the side of the self-proclaimed Litvinians, so the best option would be to build hostels in the south of Poland (Galician territories) on the border with Rus-Ukraine, so that, in case of which, the Rus-Ukrainians could not be captured, or, in case of which, we could capture Slovakia (if necessary, let Hungary with their government in) and, later, capture territories in Austria and the Czech Republic, then reaching Germany.

Having seized power in Poland, we will immediately turn it into an ultra-militarized state in order to prepare for the future war.

We will do the same in Germany, Austria, Switzerland. We will mobilize in populated areas.

The Poles clearly still want to rule the Germans, so for the campaign against Germany we will recruit Poles to give them weapons (and we will take some Poles into the Sturmabteilung).

We will do this in all countries in which we seize power. In the future, our task will be to seize Germany, namely Berlin (or, if we cannot immediately take Berlin, then first we will seize power in the Czech Republic, and then Dresden, and then Berlin), but after the capture of Berlin we will change the capital (because we will destroy the main state corps, after which we will establish our own corps).

After that, we will choose the city of Salzburg as the capital (Yes, Austria will become an autonomous region of Germany), but if we cannot make Salzburg the capital of Germany (yes, beautiful Salzburg), then we will make the city of Germany (and Austria, as part of Germany) the capital, which will score the most points according to the formula (the probability of preserving Our absolute Genetical White Raced NS power × the relative

value of the number of people, proportional to macaques, in the city, in the coefficient × the absolute value of the number of people in the city × the city's connections with far-right parties and far-right ideologies).
(It is also worth noting that seizing power in Slovenia is convenient from the point of view that Slovenia is good from the point of view that Slovenia itself is a fairly small country (i.e. it is easy to seize) + Slovenia has a certain SS history + is connected to Croatia, but the most important thing is that Slovenia is very advantageous from a territorial point of view, because it has access to Austria, Italy and Croatia).
Seizing power in Germany and Austria is also convenient due to access to Switzerland (and there, as is known, there are bunkers inside which you can survive a nuclear war).

Of course, there is an option that the judeo-bolsheviks will still enter from the German side from the Scandinavian side, passing through Finland (Our best military outpost in Scandinavia), Sweden, Denmark and reaching Germany and, thus, not giving Us the opportunity to seize Germany, but we will manage to seize Poland and Germany before the judeo-bolsheviks seize these territories.

After seizing power in Germany (and Austria and Switzerland, as its parts) we will establish Our power in Belgium (for access to France) and erect a bunch of monuments to Leon Degrelle and the soldiers of the 28th SS Volunteer Grenadier Division “Wallonia”.

After the capture of Germany (Austria is part of Germany, I keep you informed) with Belgium, we will then seize power in France through Belgium (namely through Lille to Arras, through Arras to Amiens, through Amiens to Beauvais, reaching, ultimately, Paris) not only in order to expel all the monkeys, but also in order to take their nuclear weapons for ourselves and blackmail the whole world with these nuclear weapons (the Rus-Ukrainian diaspora from Poland and Germany will help us in gathering troops to capture France).

The big plus of the French nuclear weapon is that, in total, it has about 300 warheads (and if you believe the wikipoodia, then France has 51.6 megatons of nuclear weapons), that is, it can not only destroy the entire israel, but also, in case of need, calm down the conditional Egypt / USA / Muscovy through a few explosions in order to calmly occupy the territory of Egypt (it is desirable, of course, to strike at those territories where there are no super-outstanding cultural achievements of civilization, such as the

pyramids, but we will already determine this according to the situation.
After all, if one of the pyramids has to be destroyed, then, in any case, there will still be pyramids left, that is, the cultural achievements of Our Genetical White Raced civilization will be preserved
It will be easier with turkey, since there it is enough not to touch only the Greek part (cultural and historical significance)
(You can drop 14 tactical nuclear strikes on the rest of the territory at once, and there will be no problems with that.)
Despite the fact that we will not reform France itself as globally at the beginning (only after the restoration of Germany and Austria will it be possible to speak of any restoration of France, because that is too long a process for now, later perhaps), as well as Germany (which we will immediately reform, as well as Austria and Switzerland), nevertheless, during the capture of France, we will capture it with white flags raised.
At least, we will have to try to capture France in order to have access to Spain and Italy.
After France, we will seize power in Spain (but we will not try to reform it internally at such a rapid pace as, say, in Germany) in order to expel all the macaques

from the territory of Spain directly to morocco and algeria.

If the latter do not want to accept the whole crowd of macaques, then in this case, those macaques will simply go somewhere else, but if the monkeys from the monkey farm and the monkey farm drive the macaques back, then in this case, the migrant macaques will have to be shot.

As an option, in the future, one part of Our army (together with those who volunteer to cooperate with Our regime) will drive the macaques from France to Spain, in order to drive them all from Europe to apefrica, and the second part will go to Italy (or let's take over the government in Italy through Slovenia), but first it will be necessary to take power in Germany and restore order there, and then speak for restoring order in Italy, and then in France itself (Yes, in this order: Germany, Italy, France).

Having seized power in France, it will be possible to invite the inhabitants of Quebec to France to help Our regime.

In Britain, it will also be possible to take nukes, but this is more difficult, because first you need to kill all the politicians there (preferably by an absolutely brutal method, of course), and then think about capturing

Britain (the capture of Britain will depend on the mood of the human population of Britain towards Our absolute Genetical White Raced NS-movement).
The capture of Britain is useful from the point of view of nuclear weapons, just weapons, but problematic from the point of view of a large number of macaques inside Britain itself.
The capital of Britain will be established in Shrewsbury, as the city where Charles Darwin was born + a city far from London.
In Ireland, we will unite all Celts around the fact that they were enslaved by England and, as a result, tried to be liberated by Germany during World War II, and before that, the great Beethoven created compositions based on Irish, Scottish and Welsh folk songs.

That is why the new policy of Our regime will be based on the restoration not only of Celtic culture, but also of Celtic languages (if there is still something to be restored there, of course).
It is necessary to understand that the jews, most likely, will not be able to effectively use the army inside the countries of Europe, but they will be able to attract macaques from various macaque colonies (by sending them across the border of Spain, which will have to be carefully guarded after Our movement, because sea

borders are much easier to guard), so the task will be to seize power in these states as soon as possible, without giving the jews the opportunity to use this resource.
It is also necessary to understand that the jews in Europe will officially tell politicians to declare such states as Britain, France, etc. - states of imported macaques.
In summary, the ultimate goal of Our absolute Genetical White Raced NS regime must be the establishment of a new world order by destroying all macaques through a nuclear bombs.

One of the most important nuclear targets also will be israel
(If, after the destruction of israel, the jews are allocated some new place to live and this place is inhabited mostly by macaques, then this place can also be easily destroyed with a nuclear bomb, simply by surrounding the place from all sides at the same time and dropping as many nuclear bombs as necessary).
The most realistic option is to drop a nuclear bomb on the jews from the Egyptian side, but for this it is necessary to capture Egypt, that is, first you need to seize power in Egypt, and before that in Italy - or in Spain (and then additionally deportate monkeys in libya) in order to reach Egypt, or in Italy, and

immediately swim to Egypt across the sea (this option sounds much more pleasant).
Another option is to drop a nuclear bomb on israel from the churkey region.
The territory from which we will drop a nuclear bomb on the jews will be chosen using the formula: (probability of conquering a certain territory × probability of successfully delivering a nuclear bomb).
There is another variant of our path of liberation, which will go through the Czech Republic to Austria, then through Austria to Slovenia, then through Slovenia to Croatia, through Croatia to Montenegro, through Montenegro to Albania, through Albania to Greece, through Greece to Cyprus, and drop a nuclear bomb on the jews of israel from the territory of Cyprus.
The path to Cyprus is the shortest route by which a nuclear weapon can be dropped on israel, but the territory of Cyprus itself is a fairly small area (i.e., it is quite easy to shell), so in order to successfully drop a nuclear weapon from it on israel, you need to have a serious defensive shield, and this is precisely where the main problem lies, because the jews also have a nuclear weapon, from which there will be nowhere to hide on the territory of Cyprus, so the jews will always be able

to safely use it, and therefore the plan with Cyprus has certain shortcomings.

The only option under which dropping a nuclear bomb on israel from the territory of Cyprus will work is the option under which we will get ahead of the jews, that is, we will drop a nuclear bomb on them before they drop it on us, but for this it is necessary to completely break the communication systems in Greece and Cyprus at the time of dropping the nuclear bomb.

Frankly speaking, this is why the option with Cyprus seems to me the least likely of the main 3 ways.

The big plus of where israel is located is that the jews are trapped on all sides (because we can drop a nuclear bomb on the entire region at the same time, and therefore the Jews from this region will simply not be able to escape). The best option is to capture the churkey and Egypt through several tactical nuclear explosions (at first 14, that is, 28 nuclear explosions will be enough, and if that doesn't work, then another 44 nuclear explosions, that is, 88 nuclear explosions), and after that they will be forced to surrender, because they simply will not have any unbombed territories left, except for the most important ones, that is, in churkey,

the captured Greek territories, and in Egypt, the territories with the pyramids.

But the muscovites may attack from Georgia in the event of such a scenario, but we are ready for it, because, in the event of the capture of France, we will have 300 nuclear warheads, and, in the event that we already manage to drop 116 (28+88) nuclear warheads on the churkey region and Egypt, then, in that case, we will still have 184 nuclear warheads left, that is, there will still be enough to hit the judeo-bolsheviks (at the very least, to carry out a purge) + to hit the jews.

After all these operations, we will be able to calmly strike at israel and the Jews.

The value of a nuclear warhead = the number of nuclear charges × the political influence that can be exerted thanks to this number of nuclear charges.

However, from the point of view of the exit, the jews will still have several ways left (which will need to be cut off), namely through jordan and saudi arabia, and also through the territory of lebanon, syria and churkey, but we don't care, because we will still be able to destroy all these territories at the same time with a US nuclear bombs.

And so, when we drive all the monkeys out of Europe, establishing Our order, we will gather the army of

Europe to joyfully seize power in the USA and have as many nuclear weapons as we want.
By the way, the Rus-Ukrainian troops during the offensive on Europe and the “farm of weapons resources” will continue the war with the jewish macaques through the same interesting tactic – they will use the jews as defensive shields.
We will measure the strength of the army according to the formula for assessing the strength of the army (available number of personnel of a certain quality × number and quality of a certain weapon × possible number of a certain special personnel of a certain quality).
We will measure our chances through the sum of the captured territories (and, accordingly, the committed acts), that is, according to the following formula: "(probability of capturing territory x) × (probability of capturing territory y after capturing territory x) × (probability of capturing territory a), and so on.
Even if Poland itself immediately prepares for the scenario that I described in this book, the simplest option would be to bribe the Polish general (promising him that no matter how much the Polish state gives, we will always give him more, which is true, by the way), after which, in fact, the Polish army will receive an

order not to attack the RAF (Rus-Ukrainian armed forces).
If the Polish general refuses, then we will bribe those Polish soldiers who are ready to kill the general, providing the killer's family with shelter and a comfortable life.
We will act similarly with the generals of all countries and the military of all countries in which we will try to seize power.
After we capture Poland and simply take all the military resources for ourselves, we will capture enough jews in Poland to use them more as protective shields for the RAF (those who torture jews with absolutely brutal methods will receive a reward).
We will recruit foreign legions, which will be led in battle by the best of the best.
They will have no problems with their salaries, they can count on that.
We will relocate a large number (the best NS-actioner's) of Our Genetical White Raced Rus-Ukrainian population from Rus-Ukraine to those territories that will be completely cleared of macaques, that is, we will relocate them to Germany, Austria and Switzerland (with the condition that the Rus-Ukrainians will learn German in specialized courses and work officially).

We will temporarily settle the inhabitants of Rus-Ukraine in Polish hotels and hostels at the expense of the state of Rus-Ukraine, and only after the capture of Germany will we resettle them to Germany, that is, to cities that have the highest indicators according to the formula ("the greatness of the city at the level of architecture" × "the greatness of the city at the level of history" × "the relative number of people in the city in relation to macaques in the form of a percentage coefficient" × "the absolute number of people in the city").

And in the new German passports they will receive new German surnames so as not to stand out.

There will be 18 surnames for Rus-Ukrainians: Prötzlicher (in honor of Andriy Protsyuk, me), Hiedler (in honor of Adolf Hitler), Müller (in honor of Andriy Melnyk), Beethoven (in honor of Beethoven), Braun (in honor of Eva Braun and Werner von Braun), Wagner (in honor of Richard Wagner), Schubert (in honor of Schubert), Mozart (in honor of Wolfgang Amadeus Mozart), Händel (in honor of George Frideric Handel), Strauss (in honor of Richard Strauss), Kaiser (in honor of the Kaiser dynasty), Bach (in honor of Johann Sebastian Bach), Heidegger (in honor of Martin Heidegger), Günther (in honor of Hans Günther),

Nietzsche (in honor of Friedrich Nietzsche), Gauß (in honor of Carl Friedrich Gauss), Kant (in honor of Immanuel Kant).
We will settle the best Rus-Ukrainians in Saxony.
Whoever does not want to choose one of the surnames will not be able to obtain German citizenship and will not be able to live there.
And so, the Rus-Ukrainians will work in Germany, of course, and not just sit on the Germans' necks, but they will get work, of course (they will be given 4 months of language courses to find work and master the language).
Also, of course, we will take a certain percentage of the budget from the countries that have taken over, to restore Rus-Ukraine.
Andriy Biletsky will become the army general, and, most likely, Kyrylo Budanov will remain, the rest will be expelled (like all sorts of syrians).
From the east, we protect Rus-Ukraine from judeo-bolsheviks thanks to the technologization of the army + keepingjJews on the front line, using them as protective meat (and the soldiers of the armed forces of Rus-Ukraine, who will absolutely brutally torture jews, will receive a separate reward later) so that they do not shoot at the armed forces of Ukraine (because the

judeo-bolsheviks will never be given the order to shoot at jews, that is, their masters) + building monuments in Rus-Ukraine to Dostoevskiy (with the signature "famous muscovite writer of Rus-Ukrainian origin" and below the signature "to the great talent of the Volyn region"), Gogol (with the signature "famous Rus-Ukrainian writer" and below the signature "to the great talent of the Rus-Ukrainian Cossacks family"), Chekhov (with the signature "famous Rus-Ukrainian writer" and below the signature "to the great talent of the Slobozhanschyna region"), Stravinskiy (with the signature "famous Rus-Ukrainian composer" and below the postscript: to the great absolute to the fascist, eternal anti-semite and simply a giant of Volyn Rus-Ukrainian culture), Illya Ripa (signed "famous Rus-Ukrainian artist" and at the bottom with the inscription "to the great Cossack talent of the Rus-Ukrainian Slobozhanschyna region"), Ivan Kramskiy (signed "famous Rus-Ukrainian artist" and at the bottom with the inscription "to the great Rus-Ukrainian rebel of the Rus-Ukrainian Slobozhanschyna culture"), Petro Kapytsia (signed "famous Rus-Ukrainian Volyn scientist" and at the bottom with the inscription "to the great talent of the Volyn region"), Volodymyr Vernadskiy (signed "great

Rus-Ukrainian scientist" and at the bottom with the inscription "to the great talent of the Rus-Ukrainian Cossack culture"), so that these monuments increase Our Genetical White Raced greatness, but, at the same time, so that the judeo-bolsheviks cannot simply destroy them (there are reasons why they will not be able to do this just like that, and if they do, it will only be for their own benefit) + rename streets with surnames from Rus-Ukraine (near the front line, use them mainly, and the further from the front line, the more often rename streets with those surnames that I indicated in the “sculpture” section and, accordingly, the more often build monuments to those figures whose surnames are indicated in the sculpture section).
By the way, the borders of the Genetical White Raced state of Rus-Ukraine will remain the same, but we will officially hand over the odessa to the Romanians, since they are struggling with this ballast, but if the Romanians refuse the offer, then we can simply split off this unnecessary piece of territory, having previously, of course, milked the entire resource of people or macaques and sent this resource to the front, so that instead of intelligent people to the front, they would take all sorts of judeo-commie idiots, all sorts of jewish macaques and the rest of the macaques to the front,

especially by catching all the jews there to mobilize to the front line as combat shields (if they resist, they will receive absolutely cruel torture with the absolute cutting off of everything that moves in the jews and everything that does not move or will not move, so these absolutely cruel methods are described in more detail in the section on the laws of Our future state).

In order to implement this calmly, we need to develop an absolutely complex (both from a technical point of view and from a location detection point of view) bunker system for hiding in the event of a nuclear strike on a certain country.

In addition, we will make a bunch of nuclear bunkers, into which we will stuff tons of food that can be stored for years and even up to 10 years, such as pasta, canned food, stews, and so on.

Inside the nuclear bunkers there will be all the amenities - a bunch of sockets, kitchens, refrigerators, bathrooms, beds (in separate rooms for men and separate rooms for women), books (my books, + all those books that I mentioned in my works).

Also, such a thing as the Galician-Volyn principality will be restored, where Lutsk and the Lutsk region will become the Volyn part, along with the Rivne region and

the Rivne region, but the Galician part will remain the same.

If the judeo-bolsheviks' advance across the territory of Rus-Ukraine continues in such a way that they capture Kyiv, then in that case, Galicia and Volhynia will officially join Poland at the level of an autonomous region.

Due to the possibility of the population leaving the front-line territories, we will attract marriages between Rus-Ukrainian womens in Germany and Rus-Ukrainian mens in Germany (they will guess who is who by the surnames in the Ahnenpass).

Even if the US government or some other country sends troops to fight against the Rus-Ukrainian army, we will still continue to liberate Europe (and, as I wrote in the prologue, we will always be able to threaten the US with the use of nuclear weapons).

In addition, we will make a bunch of nuclear bunkers into which we will stuff tons of food that can be stored for years and even up to 10 years, such as pasta, canned food, stews, and so on.

In the new TCK (we will rename it somehow) the most eugenical Europeans and the most useful will work, and the most dysgenic and least useful of them will go to the front, where the general formula for selecting

people for the front (the smaller the numerical value, the greater the probability of being taken to the front): Eugenicity coefficient (from 0, as the most dysgenic indicator, to 1, as the most eugenic indicator) × political views (from 0, as the most degenerative indicator, to 1, as the absolute Genetical White Raced NS) × contribution to society, such as a good job, family, and like that (from 0, as the most degenerative indicator, to 1, as the absolute Genetical White Raced NS).

While liberating Europe, we will see the main task as the extermination of all jews + the deportation of all macaques from Europe, so that all these macaques can then be destroyed with a nuclear bomb.

We will expel the monkey population of Europe from Europe, sending all those chimpanzees to marocco and other apefrican countries, after, of course, seizing power in Spain (to block their exit back to Europe).

All macaques who do not manage to escape from Europe will be absolutely brutally murdered.

We will force the most popular macaques to agitate for a return to apefrica, by the method of absolutely brutally raping their macaque families.

We will take their families hostage and absolutely brutally abuse them, until these macaques escape to

apefrica, after which these macaques will tear up their passports.
mudsharks and the rest of the fans of fucking with macaques will be placed in concentration camps.
The rate of macaque deportations will be calculated by the formula: (rate of macaque deportations/day × probability of the rate of a certain number of macaque deportations during the month).
Those macaques who manage to leave for monkey apefrica will not receive an absolutely brutal murder, instead they will not even feel anything, because a nuclear explosion kills quickly and painlessly, in fact.
There is also such a way out for macaques as suicide (for them they should create a religion that only allows macaques of all species and is based on suicide) and the killing of macaques by macaques.
This religion will be called "apish deathism" and it will have a number of techniques for obtaining absolute peace, absolute paradise, that is, absolute death, as a true catharsis for the macaques. We will promote apish deathism through the macaques themselves, taking their macaque family captive and blackmailing them into accepting this religion, agitating for it to other macaques on video.

The only rule of this religion will be that anyone who tries to change this religion must be killed in the most brutal way possible.
If the macaques refuse to die or move to apefrica, then Our Genetical White Raced family will torture them for decades, every macaque.
And yes, do not surrender to the macaques if the macaques start interfering (fight to the end).
If I cannot implement this plan because I will be killed/imprisoned/or whatever, then I ask someone else to implement this plan.
Try it, I believe in you.

Military formulas you need to know to wage a successful absolute NS nuclear war against all macaques

1) The formula for the strength of a certain army :
(Number of troops) × (quality of troops).

2) The effectiveness of a certain group's combat position :
(Coefficient of cohesion of a military group, i.e. the ability to cover each other from a certain position) + (coefficient of camouflage of this position) + (coefficient of surprise of this position for the enemy) + (coefficient of difficulty of shelling of this position) + (coefficient of effectiveness of this position from the point of view of shelling certain living creatures of a certain value) + (coefficient of effectiveness of this position from the point of view of shelling certain military equipment of a certain value) + (coefficient of freedom of movement from this position to the next) + (coefficient of difficulty of shelling your position, i.e. the presence of distracting factors).

3) Formula for the effectiveness of a certain operation :

(Average effectiveness of the military personnel participating in this operation in undertaking operations of a certain type) × (probability of adaptation to the presence of new conditions expected in a new operation of the corresponding type for these military personnel) × (average effectiveness of the combat position of a certain group during the operation)

4) Formula for the quality of a certain military group in relation to the performance of a certain combat mission:
(coefficient of correspondence of military qualities to those required for the performance of a certain combat mission) × (total cost of a certain military group)

5) Formula for the coefficient of the difficulty of shelling a certain territory x :
(area of presence of barrier structures, proportional to the area of absence of certain barrier structures in a certain territory) × (total hardness of barrier structures) × (variability of play in a certain territory) × (average reaction speed required for a shot at open, i.e. without barrier structures, part of the territory) × (effectiveness of the combat position of a certain group) × (coefficient of fatigue of soldiers)

6) The formula for the difficulty of repelling a certain territory :

(Cost of a certain army) × (Coefficient of difficulty of shelling a certain territory x) × (formula for the quality of a certain military group in relation to the performance of a certain combat mission) × (average indicator of the effectiveness of the combat position of a certain group) × (average fatigue coefficient of a military group, i.e. an indicator according to the military fatigue formula) × (average minimum reaction speed of a military group - average minimum reaction speed necessary for hitting the enemy's side) × (average accuracy of a military group in the presence of a certain average minimum reaction speed necessary for hitting the enemy's side)

7) The formula for fatigue of a military group :

(indicators of the work expended by a certain military group) ÷ (number of military personnel in this military group) × (indicators of the proportion of the volumes of physical work performed activity within a military group ÷ number of soldiers within a military group) × (time, in percentage, that a certain military group

worked, in relation to how much this military group rested)

8) Formula of a certain military form of an infantryman (i.e. the quality of manifestation of military skills of an infantryman at a certain moment in time) :
(average indicators of the quality of occupying a certain position at the moment - usual indicators of the quality of occupying a certain position of a given soldier in percentage proportion) + (average indicators of accuracy of shooting at the moment - usual average indicators of accuracy of shooting of a given soldier in percentage proportion) + (average indicators of fatigue of a given soldier at the moment - usual average indicators of fatigue of a given soldier in percentage proportion) + (average reaction speed of a given soldier at the moment - usual average reaction speed of a given soldier in percentage proportion)

9) Formula of the enemy's military power :
(average indicator of cost military under the expected formula of a certain military uniform of an infantryman) × (number of infantrymen in a percentage proportional ratio)

10) Relative formula of military power :
(for each of the valid indicators, the relative effectiveness of these indicators in a certain technique to the conditionally taken average indicator) + (number and average effectiveness of a certain enemy military group killed) + (number × average effectiveness of a certain enemy military equipment destroyed).

11) Price of military equipment :
(purchase price of a certain military equipment / price of assembly of a certain military equipment) + (price of one shell × expected number of shells used)

12) Price of service of one soldier :
(Salary of an average soldier × coefficient of deviation from the average soldier in the better direction according to efficiency indicators by military specialization) + price of ammunition and equipment + price of weapons and cartridges + price of treatment of a soldier × expected frequency of need for a certain treatment of a soldier with the corresponding expected monetary equivalent

13) The effectiveness of a certain technique in war :
(The cost of destroyed military equipment of the enemy army due to this technique) + (the cost of destroyed living creatures of the enemy army due to this technique) + (the cost of damage to damaged military equipment of the enemy army due to this technique) + (the cost of damage to living creatures of the enemy army due to this technique) - (the cost of servicing the military using this technique)

14) The formula for the effectiveness of tank control :
(the cost of all blocked shells / the number of blocked shells) + (the cost of all destroyed military creatures of the enemy army by this tank) + (the cost of all destroyed military equipment by this tank) + (the total change in the value of damaged military equipment of the enemy army from the damage inflicted) + (the total change in the value of damaged living creatures of the enemy army from the damage inflicted) + (the total change in the value of the enemy equipment from any actions you take actions on the battlefield) + (total change in the value of the enemy army's living creatures from any actions you take on the battlefield) + (total value of indirect damage caused to the enemy by a certain tank)

15) The formula for the expected efficiency of using an artillery installation :

(Total value of destroyed enemy military equipment by a certain artillery installation) + (total value of damage to damaged enemy military equipment by a certain artillery installation) + (total value of destroyed enemy army living creatures by a certain artillery installation) + (total value of damage to reduce the efficiency coefficient of certain damaged enemy army living creatures by a certain artillery installation) + (total value of indirect damage caused to the enemy by a certain artillery installation) - (value of shells fired by a certain artillery installation) - (cost of servicing artillerymen)

16) The formula for the expected efficiency of using a drone :

(Total cost of destroyed enemy military equipment by a certain drone) + (total cost of damage to damaged enemy military equipment by a certain drone) + (total cost of destroyed living creatures of the enemy army by a certain drone) + (total cost of damage to reduce the efficiency coefficient of certain damaged living creatures of the enemy army by a certain drone) + (total

cost of indirect damage caused to the enemy by a certain drone) - cost of the drone

17) The formula for the efficiency of controlling an aircraft :
(Total cost of destroyed enemy equipment) + (total cost of damage to damaged enemy equipment) + (total cost of killed living creatures of the enemy army) + (total cost of reducing the efficiency coefficient of downed living creatures of the enemy army) + (total cost of indirect damage caused to the enemy by a certain aircraft) - (cost of servicing the military in the aircraft) - (cost of maintenance of the aircraft itself)

18) Formula for the effectiveness of naval equipment :
(cost of destroyed equipment x) + (cost of destroyed living creatures y of the enemy army) + (reduction in the cost of damaged equipment a due to damage caused by the actions of one's own army) + (reduction in the cost of damaged living creatures of the enemy due to damage caused by the actions of one's own army) + (total cost of indirect damage caused to the enemy by a certain naval equipment) - (cost of maintenance of this naval equipment c) - (cost of fired ammunition of naval equipment c)

19) Formula for the effectiveness of drone control :
(total cost of found enemy equipment ×
increase in the probability of destruction of found enemy equipment after its discovery) + (total cost of found living creatures of the enemy army × increase in the probability of destruction of found living creatures of the enemy after their discovery) + (total cost of destroyed enemy military equipment) + (total cost of killed living creatures of the enemy army) + (total cost of indirect damage caused to the enemy by a certain drone) - cost of the drone

20) Formula for the effectiveness of the use of ballistic missiles :
(cost of destroyed enemy military equipment due to the use of ballistic missiles) + (cost of destroyed living creatures of the enemy army due to the use of ballistic missiles) + (cost of direct or indirect damage caused to enemy military equipment) + (cost of damage caused to living creatures of the enemy army) + (total cost of indirect damage caused to the enemy) - (cost of the missile)

21) Formula for the effectiveness of air defense use :

(value of preserved structures and possible damage in the event of a missile being shot down) + (total cost of indirect damage caused to the enemy by the air defense itself) – (cost of the air defense missile itself, which is used to shoot down the next missile) - (cost of servicing the military at air defense posts)

22) Formula for the effectiveness of throwing a grenade :

(total cost of destroyed living creatures of the enemy army) + (total cost of destroyed equipment of the enemy army) + (total cost of damage to damaged living creatures of the enemy army) + (total cost of damage to damaged equipment of the enemy army) + (total cost of indirect damage caused to the enemy army by throwing a grenade, excluding direct damage caused by the grenade) +
(total cost of indirect damage caused to the enemy by throwing this grenade)

23) Formula for the effectiveness of using chemical weapons :

(Total cost killed living creatures of the enemy army) + (total cost of reducing the efficiency coefficient in poisoned living creatures of the enemy army) + (total

cost of damage caused to the enemy side as a result of the action of chemical weapons) + (total cost of indirect damage caused to the enemy by a certain use of a certain chemical weapon)

24) Formula for the effectiveness of the use of nuclear weapons :
(Number of destroyed macaques) × (radius of the territory cleared of macaques) + (total cost of indirect damage caused to macaques by certain reconnaissance devices)

25) Formula for the effectiveness of the use of reconnaissance devices :
(cost of the enemy army equipment found × coefficient of increasing the probability of destruction of certain military equipment of the enemy army) + (cost of the enemy army equipment found × coefficient of increasing the probability of killing these living creatures of the enemy army) + (coefficient of increasing the probability of destruction of objects/ subjects of a certain value x × value of objects/subjects x) + (total value of indirect damage caused to the enemy by certain intelligence devices)

26) The formula for the expected efficiency of using armored personnel carriers to transport food, weapons, necessary medicines and infantry :
(coefficient of increase in the efficiency of the military group x after transporting certain resources y) × (speed of transportation by transport) × (coefficient of quality of transported products after arrival - coefficient of quality of transported products from the moment of transportation) - (cost of lost losses during the trip) + (total cost of indirect damage caused to the enemy by a certain use of a certain armored personnel carrier)
27) The formula for the efficiency of using engineering equipment :
(Total cost of lives of saved soldiers × coefficient of increase in the probability of survival of these soldiers) + (total cost of saved military equipment × coefficient of increase in the probability of preservation of this military equipment) + (total cost of indirect damage caused to the enemy by a certain use of certain engineering equipment)

28) The formula for the efficiency of using communication means :
(coefficient of increase probability of saving certain lives x after transmitting certain information y × cost of

saving lives x own army) + (coefficient of increasing the probability of saving certain military equipment x after transmitting certain information y × cost of saving military equipment x own army) + (coefficient of increasing the probability of destroying certain living beings x enemy army × cost of living beings x enemy army) + (coefficient of increasing the probability of destroying military equipment b enemy army × cost of military equipment b enemy army) + (total cost of indirect damage caused to the enemy due to certain use of certain means of communication)

29) Formula for the efficiency of repairing military equipment :
(increase in the cost of repaired equipment after repair) ÷ (repair time)

30) Formula for the efficiency of treating the combat personnel of one's own army :
(Increase in the price of a cured soldier by the efficiency coefficient) ÷ (speed of treatment of this soldier)

31) The formula for the effectiveness of the process of training a soldier in the skills of warfare :

(the amount of increase in the value of the soldier)/(the time of training)

32) The formula for the effectiveness of self-sacrifice in war :

(the value of the soldiers of one's own army saved due to one's own sacrifice) + (the value of the military equipment saved due to one's own sacrifice) + (the value of the living beings of the enemy army destroyed due to one's own sacrifice) + (the value of the military equipment destroyed due to one's own sacrifice) + (the value of the damage to the living beings of the enemy army damaged due to one's own sacrifice) + (the value of the damage to the military equipment damaged due to one's own sacrifice) + (the total value of the indirect damage caused to the enemy through one's own sacrifice) - (the own value, as a soldier and a person)

A detailed plan for waging war in the future

Tanks

Tanks will serve mainly as a means of destroying other tanks, large buildings and large defensive structures, and artillery will help them in this.
We will also produce tanks from the “Vril” series, that is, tanks in which instead of a regular hull there will be a UFO plate, and instead of a regular turret there will be a similar plate of smaller dimensions.

Aviation

We will protect aviation and use it only as a means of shelling tanks, battleships or large high-rise buildings and defensive structures.

Drones

If the trenches are not deep enough, they can be bombarded with drones.

It is preferable to take as drone operators those who know how to control a joystick and are preferably familiar with aircraft, perhaps have been involved in aircraft modeling.
The predominant military force of the future army will be drones.

Grenades

The phrase “grenade” can be used to determine a more approximate location.
It is good to use grenades themselves as an element for an attack, having previously thrown a grenade and, after the stage of stunning and possible injury, go out to the enemy and shoot him (due to his vulnerable position).
Trenches are not exactly suitable for throwing drones into them (due to the narrow and cramped space in which it is not very convenient to fly), but trenches are better suited for throwing grenades and explosives into them, including throwing explosives through drones.
Counter-throwing a grenade – throwing a grenade instantly at the timing when you realized that the living creatures of the enemy army threw a grenade (you need to throw it at the throwers a little ahead of time)

Counter-firing after throwing a grenade into your own trench – shooting back in the smoke while stunned

Finding the enemy's location

The approximate location of certain soldiers (people or macaques) can be determined both by screams and by the sounds of shooting.
On the one hand, communication helps to better maintain the connectivity coefficient, but, on the other hand, if there is any smoke/problems with visibility for the enemy, then it is better to move along a line along which the living creatures of the enemy army would not be able to see you without an obstacle (without smoke, without a house, without a tree, or something), where one of the options for such movement is to move with an armored personnel carrier/tank in front, as a ready-made engineering structure, which is also shot back.
In the end, we will transmit battle information via chats on Protsiukphone, or simply Pr (unlockable only by pressing a finger with entering a specific code specialized for each soldier), so
When someone from your own army wants to change position, but cannot due to potential shelling of living

creatures of the enemy army, then shelling of the positions of living creatures of the enemy army is used at the timing when regrouping occurs (this can burn your own regrouping timings).
It is preferable to take drone operators who
By using flashlights and backlighting, you can determine the location of certain soldiers (if they will still be fired, then by sound you can also determine what weapon they will be fired with).

Assault

If the trenches of the enemy army's military living creatures are deep enough, then it is better to conduct assaults there.
When an infantryman storms a certain landing, then shooting at those areas helps to keep those areas "under control", that is, intimidating the living creatures inside the landing with a constant fear of being killed.
The older population is much more inert and less suitable for assaults, the younger population is much more suitable for assaults, but is more valuable.

General strategic notes

Probability of being trapped, trapped, surrounded × (value of destroyed enemy military equipment + value of destroyed enemy living creatures + value of damage to damaged enemy military equipment + value of damage to damaged enemy living creatures + value of indirect damage caused to the enemy due to this capture) - (value of own destroyed military equipment + value of destroyed soldiers of own army + value of damage to damaged military equipment of own army + value of damage to damaged living creatures of own army + value of indirect damage caused to own army due to this capture)

- try not to get trapped under any circumstances
- try not to get trapped and trapped under any circumstances
- try to surround, trapped and trapped yourself

Laws of Genetical White Raced states

Main eight laws

1. Absolute ban on lgbt, porn, prostitution, condoms, abortions (only in the case of a stillborn child/child with diseases/or if a monkey is born due to the rape of Our Genetical White Raced human woman by a macaque, which we will later kill with absolute cruelty).
The modern porn industry consists of 100% propaganda of incest, lgbt and the rest of jewish perversions.
Abortion is literally about killing children (you can only promote abortions associated with the birth of dead children in the womb, children with serious health problems).
Condoms are literally about having sex without having children.
And all these 4 things are interconnected.
People who use condoms, support abortions and are interested in lgbt – watch porn, like a set of incestuous jewish practices, so draw your own conclusions about what should be banned and what should not.
Period.
Absolute taboo.

Absolute prohibition.
For using condoms, having abortions (in the event that the child should have been born healthy) – life in concentration camps.
Moreover, in such a case, it will be possible to leave the concentration camp only by passing the most difficult exam.
If after passing the exam a person leaves and commits at least one offense – he will never be able to leave the concentration camp again.
Had an abortion of a healthy Genetical White Raced child – life in a concentration camp.
Are you engaged in the production of condoms or sell them in stores – life in a concentration camp.
If you act in porn or engage in prostitution - life in concentration camps.
2. An absolute ban on drugs, chicken (only with exceptions for unaffordable prices), alcohol (only with exceptions for unaffordable food), however, at the state level, we will promote dietary supplements (such as nootropics and sports nutrition, such as BCA, arginine, creatine, etc.) and steroids, in addition to which the number of gyms will increase, many of which will become state-owned and free to visit.
For violating the law - life in concentration camps.

For illegal production of alcohol - life in concentration camps.
It will be forbidden to sell more than 6 bottles of alcohol at unaffordable prices in one store.
Similarly with chicken, no more than 6 packs.
For illegal large-scale deliveries of chicken, life in concentration camps with the right to take the most difficult exam and leave the concentration camp.
And for the sale, purchase or production of drugs, life in concentration camps without the right to take the exam and leave the concentration camp.
3. An absolute ban on unnatural food, instead, we will sell only natural products, which will be promoted through the NS program, in which all existing food establishments (cafes, restaurants, buffets, or whatever) will be converted into natural food establishments, and all existing chains of stores in Rus-Ukraine will conduct the so-called “rebranding” and will sell only natural products, natural dishes, etc.
For deliveries of large quantities of unnatural food - life in concentration camps with the right to leave only on condition of passing the most difficult exam.
4. Absolute ban on chimpanzees in Europe.

For violation of the law - absolutely cruel torture for people who will help chimpanzees, hide them, fight for them, etc.
5. Absolute ban on poaching and animal abuse (except for jewish chimpanzees, the killing of which will be rewarded, where the system will work: "the more cruel the killing - the greater the reward", and the rest of the chimpanzees).
For violation of the law - life in concentration camps without the right to liberation.
6. Absolute ban on any tendencies that fundamentally contradict the NS and Our absolute Genetical White Raced NS.
The punishment is either life in concentration camps or absolutely brutal torture (but use this law not purely for the purposes of personal revenge, but for the purposes of justice in the regime of absolute Genetical White Raced NS.
The activities of all courts will be checked, do not forget this).
7. Absolute ban on judeo-abrahamic religions.
For any external jewish signs (clothing, celebration of jewish faith through baking pesach, public reading of the jewish calendar, possession of crosses and jewish literature, etc.) there will be absolutely brutal torture

(after the arrival of the Sturmabteilung, they will oblige to burn all the found judeo-abrahamic junk in their presence, and if a person refuses to do this, we will absolutely brutally torture him).
The punishment is described in more detail in the next section about “pseudo-right judeo-believers”.

8. Absolute ban on all jewish anti-art (I discuss this concept in more detail in the 2nd and 7th parts of “Neorevolution”.
The punishment (for the mass popularization of this nonsense, its distribution) is life in concentration camps with the right to leave after passing the appropriate NS exam with a bias towards its artistic part.

Universal principles of law

•In the event of a breakdown of anything, the person who is at fault for causing the breakdown will pay for the breakdown.
This law applies to all those 100,500 specific laws in the style of “if it breaks, then who will pay (?hmm)”.
Whoever is more to blame will pay.
And without sophistry.
If the thing does not meet the quality approved by the methods, and the thing was offered to buy by the boss Andriy Ivanchuk, then the boss Andriy Ivanchuk will compensate for the damage caused.
And if the thing meets the quality approved by the methods, but was broken by the employee Dmytro Oleksiyuk, then Dmytro Oleksiyuk will compensate for the damage caused.
Moreover, the compensation will have an allowance for the emergency status, that is, if Dmytro Oleksiyuk broke thing x, and it costs y UAH, then Dmytro Oleksiyuk will pay y UAH. + bonus for the NS-status of his boss.
Somehow it works like this.
•In the case of concluding contracts, it works the same way, that is, one party that illegally failed to fulfill the

terms of the contract compensates for as many resources as it underperformed, that is, if an employee broke thing x because it cost 200 UAH. cheaper than it is written in the manual, then the boss buys a new thing that will cost 200 UAH. more expensive (minimum)
•The idea of laws will receive its mathematization, that is, if a person is guilty of x UAH., then he will receive the corresponding x punishment.
The only thing that reduces the punishment is the NS-status.
And the more guilty the person is, the greater the punishment.
And the greater the NS-status, the less the punishment.
This is how it works.
The only problem is physical damage, which is difficult to calculate, but such a concept as NS-status comes to the rescue.
•All persons with down syndrome, debility, imbecility, and all persons with incurable fatal diseases will be euthanized via pill or injection.
•Serious injuries will be considered serious injuries, i.e. stab wounds with a knife, axe, hatchet, awl, screwdriver, as well as blows with a heavy blunt object, i.e. hammer, sledgehammer, bat, as well as intentional infliction of serious bodily harm, caused without

additional tools, i.e. such as that which caused the loss of any organ or its functions, mutilation of the genitals, mental illness or other health disorder, combined with a permanent loss of working capacity of at least one third, or termination of pregnancy or irreparable disfigurement of the face, and to be more specific, then a broken jaw, cutting off or biting off an ear, tearing off a nose, knocking out or gouging out an eye, concussion, cutting off fingers or breaking off nails, cutting off hands, feet, testicles, penis, and the rest (I think it will be obvious to the judges where serious trauma, and where not serious trauma).
These are serious bodily injuries.
Absolutely cruel methods of torture include torture with the cutting off of all parts of the macaque's body. Absolutely cruel methods include impaling it on bayonets, knives and sharp blades, piercing the cheeks with an awl, exploding firecrackers in the mouth, poking the eyes with an awl, stuffing an awls into the ears, playing darts, throwing knives and axes at macaques, exploding firecrackers in the eye and ear holes, stuffing all kinds of animals (such as spiders) into the macaque's mouths, drilling various body organs with a drill (eyes, ears, nose, mouth, etc.), making injections with a huge needle in the eyes, ears, nose,

making injections with a huge needle in the eyes, ears, nose, inserting any explosive into any holes, performing certain manipulations with internal organs while alive, sawing the vagina with a grinder, sawing the anus, clitoris and vagina with a saw, cut off macaques' faces with a grinder, a milling machine, stick parts of their bodies into mixers and blenders, make bags out of their skin, stick as many toothpicks as possible into macaques' eyes, the art of particularly painful knot tying, such as tying knots between the eyes through knitting needles that pierce both through the nose, drill through the eyes and sense organs with a drill, make tattoos on the mutilated torso, both with a needle and a drill, a burner, a gas burner, a file, sandpaper, a knife, you can also embroider with a needle on the macaque skin, you can make bas-reliefs, three-dimensional 3D paintings on the macaque skin, when cutting the macaque, we will stick christian crosses in the form of limbs-implants, instead of fingers on the feet and hands there will be small christian crosses
we will glue beads to the engravings on their dead macaque bodies, similarly we will glue colored stones to them, just pictures with macaque blood, you can also create a language from severed macaque organs, use macaque skin as wallpaper, a canvas for engraving,

macaeque skin can be used instead of the skin of other animals in technological production, ligaments and tendons can be embroidered on their skin, insert an implant into the part of their macaque brain that is responsible for pain, stuff scolopendra, centipedes, scorpions into all possible crevices in monkeys, conduct similar scientific experiments on macaques and all their macaque organs during their life, etc.
The formula by which to torture macaques:
(intensity of pain and unpleasant sensations experienced by the macaque) × (probability of death from such torture).
We will torture the macaques in separate rooms (ordinary NS activists will be able to torture anywhere, it is advisable to first cut off all the sense organs of the macaques, such as the eyes, nose, ears, tongue, then start cutting off the fingers on the macaques' limbs, then start cutting off the body with the limbs, because the macaques will lose a lot of blood during this, which is associated with the risks of death from blood loss).
In the end, it is better to apply all this at the same time and leave the macaques alive, so that the macaques suffer more, but so that they no longer have the opportunity to reproduce or use any force, nothing.
It is advisable to torture for at least 50+ years.

Of course, all this should be carried out, for the most part, on macaques of all types (jews, negroes, asians), but people who will prepare a coup d'état of Our regime or an assassination attempt on me or something else will also receive this punishment (and I indicated in which cases).
Again, it would be necessary to provide a huge amount of evidence that a person is a traitor in order to carry out all those operations (if the evidence is not provided in sufficient quantity, there will be a penalty, depending on the lack of evidence and the severity of the injuries inflicted).

Types of status in Our absolute Genetical White Raced NS regime

1. The absolute Genetical White Raced NS-emperor of the absolute Genetical White Raced NS-regime.
The highest status that I will have.
My salary will be as much as I want.
Any physical harm caused to me personally, or psychological harm (psychological harm - any systematic unreasoned harassment without arguments for 6 months or more) caused to me personally, will be punished by absolutely cruel tortures and taking away all possible property from the people who are the perpetrators of physical and/or psychological harm.
2. The state leadership of the absolute Genetical White Raced NS regime
“NS-Reichsführer”, “Chancellor”, “Head of the institute for foreign politics maintenance”, etc.
Any physical harm caused to the state leadership of the NS will be punished, depending on the reasoning of the person who caused the harm.
If this argument does not baselessly criticize a certain NS-incompetence of a person at the top of the state, then in that case there will be no punishment.

If the argument is too weak or absent, then such a person will be punished with an absolutely cruel tortures.

3. Sturmabteilung / Gestapo

After Our seizure of power, the Sturmabteilung will turn into the Gestapo, and the Sturmabteilung activists will become Gestapo activists.

The activity of the Sturmabteilung will be preparation for the future war against the zelensky and president's office. The participants of this Sturmabteilung will manufacture/purchase drones, small arms, or steal everything from warehouses.

An alternative type of activity of the Sturmabteilung will be the search for judeo-communists with their subsequent absolutely brutal murder (in order to gain popularity) or absolutely brutal actions against some judeo-communists (piercing the eyes with an awl, for example, or cutting off fingers and toes), where it is desirable to kill the most famous, of course, but this is not necessary, at your discretion.

After committing such actions, these same activists will use the “loophole” and instead of serving time behind bars, they will go to war, voluntarily signing a contract.

The salary of the Sturmabteilung will be 188k UAH/month in Rus-Ukraine and 4.5k euros (1.8k sofiev) in the rest of Europe.
Any physical harm caused by the Sturmabteilung will be punished, depending on the argument of the person who caused the harm.
If the person who caused the harm has a sufficiently successful argument to explain his act, then nothing will happen to him.
If the person who caused the harm does not have a sufficiently successful NS-argument, then he will go to concentration camps to learn how to argue.
In the case of killing someone from the Sturmabteilung with or without argument, such a person will receive an absolutely cruel tortures as punishment.
The status allowances (for compensation) for the Sturmabteilung will be 8 times higher (if the Sturmabteilung files a lawsuit).
4. Absolute Genetical White Raced NS-actioners of the highest 88th rank
For obtaining the status of absolute Genetical White Raced NS-actioners of the 88th rank, a person will receive a reward of 1.4 million UAH in Rus-Ukraine and 6 thousand euros in the rest of Europe.

The most loyal supporters of Our regime of absolute Genetical White Raced NS.
Any physical harm caused to absolute Genetical White Raced NS-actioners of the 88th rank will be punished, depending on the reasoning of the person who caused the harm.
If the person who caused the harm does not have an NS-rank higher than 88, and does not have a sufficiently successful argument to explain his act, then nothing will happen to him.
If the person who caused the harm does not have a sufficiently successful NS-argument, then
the punishment for him will be the NS-actioner of the 88th rank himself.
Requirements for obtaining the 88th rank of absolute Genetical White Raced NS-actioner:
Build 4+ NS-statues from my list of NS-personalities/ kill 10+ jews in an absolutely brutal way/ torture 4+ jews in an absolutely cruel way/
enter the top 10 most popular NS-performers in their genre in the country/ enter the top 5 best NS-poets in the country/ enter the top 5 best NS-sculptors in the country (quality of NS-sculpture × number of NS-sculptures)/ enter the top 10 best NS-architectors in the country/ enter the top 5 best NS-film directors in

the country/ enter the top 10 best NS-scientists in the country/ enter the list of authors of the top 10 most popular NS-video channels on any platforms/ identify 100+ judeo-communists and hand them over to the Sturmabteilung, preferably after beating them yourself
The status bonuses (compensation) for absolute Genetical White Raced NS-actioner's of the 88th rank will be 8 times higher.
Every absolute Genetical White Raced NS-actioner of the 88th rank can freely join the Sturmabteilung.
And so, we will begin to perform neurosurgical operations that will remove the brain field responsible for pain, as a reward for the work done, at the person's request, of course
(after only humans remain on Earth, everyone will be able to perform this operation at their own request).
All sorts of European prostitutes, who even before we came to power had all sorts of onlyfans, will work as holes for absolute Genetical White Raced NS-actioner’s of the 88th rank and absolute Genetical White Raced NS-figures of a higher rank.
We will fuck them without condoms, which will obviously lead to their pregnancy, and that is why we will force them to have children, which we will then

give to families who cannot have children or want to have another child.
In the process of fulfilling my plan, the juiciest and most eugenic sluts from all over Europe will be stolen from various countries for me.
USA : Channel Shortcake, Megan Holly, Trippie Bri, Braylin Bailey, Kate Bloom, RocketBabey, Lana Rhoades, Abigail Morris, Cassieopia, KCupQueen, Amouranth, Makoshake, Morgpie, Lissa Hope, Brittney Rose, Alice Nicole, Lara Hayes, lynx babyx, Erin Eevee, Kitty Cam, Marissa Munoz, Bailey Soogs, Emily Belmont, @katsokinkyy, damnjacquie
Canada : jessica starling, little robin, Emily Jade
Australia: Grace Smalls
England : Persephone Pink, Stina Kye, Emily Sharpe, Asmrisawesome
Italy : Violet Latte, Eva Veil, Luna Ramondini
Austria : Vansessy
Switzerland : Rachel Baelin, Mia Railey
Germany : Stella Cinderella, Elenas Caprice, @shutupmadz, Geheimnis, Katharina Wagner
Denmark : Mia Sand
Sweden : Cutedemon
Norway : Carolina Monro
Finland : Lucy Amber

France : Ashley Carter, Annemarie art, tuny_x
Belgium : Samantha Parker
Netherlands : Marley Mystique, VeronicaJoyful
Spain : Anita Teen
Portugal : Alana Rose
Slovakia : Michaela Buzgovicova
Bulgaria : Patrisia Serge
Bosnia : Busty Emily
Croatia : Nina Phoenix
Albania : Daisy Rae
Hungary : Beck adder
Romania : Luisa Conlaz
Czechia : Alove, Carolyne Marian
Poland : Destiny Rose
Ukraine : Josephine Jackson, Nancy A, Alissa Foxy, Reislin

And the rest of the porn stars will be given to the statemans, the Sturmabteilung and absolute Genetical White Raced NS-actioner's of the 88th rank (at their own will and choice, where the highest ranks will first choose the porn stars, if they want to have them, of course).

All children born from the state absolute Genetical White Raced NS top with the most eugenical whores will be resettled in many European cities.

NS-actioner’s of the 88th rank will mostly have all sorts of whores, but will not have wives, so that there is no unnecessary pressure from the jewish macaques and the rest of the macaques on the absolute Genetical White Raced NS-actioner’s of the 88th rank.
In order to get the 88th rank, it is still necessary to absolutely brutally torture the macaque, that is, even if the NS-actioner's passes the rest of the criteria (only for the most proven and most loyal this criterion can be omitted, but such people will not be able to be in the Sturmabteilung and state structures).
Such conditions.
5. NS-actioner’s with 24 rank
Any physical harm caused to NS-actioner with 24 rank will be punished, depending on the reasoning of the person who caused the harm.
If the person who caused the harm has a sufficiently successful argument to explain his action, then nothing will happen to him.
If the person who caused the harm does not have a status higher than NS-actioner with 24 rank and does not have a sufficiently successful NS-argument, then the punishment for him will be the NS-actioner with 24 rank.

Requirements for obtaining the 24th rank of NS-actionership:
Build 2+ NS-statues from my list of NS-personalities/ kill 4+ jews in an absolutely brutal way/ torture 2+ jews in an absolutely brutal way/
enter the top 50 most popular NS-performers in their genre in the country/ enter the top 20 best NS-poets in the country/ enter the top 20 best NS-sculptors in the country (quality of NS-sculpture × number of NS-sculptures)/ enter the top 40 best NS-architector's in the country/ enter the top 10 best NS-film directors in the country/ enter the top 20 best NS-scientists in the country/ enter the list of authors of the top 50 most popular NS-video channels on any platforms/ identify 40+ judeo-communists and hand them over to the Sturmabteilung, preferably after beating them first independently
The bonuses (for compensation of anything) for NS-actioner's of the 24th rank will be 4 times the size.
6. NS-actioner's of the 12th rank
Build 2+ NS-statues from my list of NS-personalities/ kill 2+ jews in an absolutely brutal way/ torture 1 jew in an absolute brutal way/
enter the top 100 most popular NS-performers in their genre in the country/ enter the top 40 best NS-poets in

the country (it is desirable to write for musicians, but this is not mandatory)/ enter the top 40 best NS-sculptors in the country (quality of NS-sculpture × number of NS-sculptures)/ enter the top 100 best NS-architectors in the country/ enter the top 20 best NS-film directors in the country/ enter the top 40 best NS-scientists in the country/ enter the list of authors of the top 100 most popular NS-video channels on any platforms/ identify 10+ judeo-communists and hand them over to the Sturmabteilung, preferably after defeating them yourself

The bonuses (for compensation of anything) for NS-actioner's of the 12th rank will be doubled.

7. NS-actioner's of the 4th rank

Build 1+ NS-statue from my list of NS-personalities/ kill 1+ jews in an absolutely brutal way/

enter the top 200 most popular NS-performers in their genre in the country/ enter the top 50 best NS-poets in the country (it is desirable to write for musicians, but this is not mandatory)/ enter the top 100 best NS-sculptors in the country (quality of NS-sculpture × number of NS-sculptures)/ enter the top 200 best NS-architects in the country/ enter the top 40 best NS-film directors in the country/ enter the top 50 best NS-scientists in the country/ enter the list of authors of

the top 200 most popular NS-video channels on any platforms/ identify 5+ judeo-communists and pass on them for the Sturmabteilung, preferably after beating them by yourself.
The allowances (for compensation for anything) for NS-actioner's of the 4th rank will be 1.5 times the size.
8. People who are neutral to the NS-regime
People who are neutral to the NS-regime are not desirable to touch.
They do not touch Us, we do not touch them.
Unless, if there is some direct personal conflict, but, again, not desirable.
If there is no personal conflict, and such people do not touch Us, and we will touch them, then those who touch them will also be punished, if anything.
9. The so-called "centrists"
Nothing will happen for the absolutely brutal torture of so-called "centrists" who actively resist Our absolute Genetical White Raced regime.
All centrists must accept Our regime of absolute Genetical White Raced NS so that they are not tortured in an absolutely brutal way for 50+ years.
10. libertarians who, for some reason, are against the regime

If there are some very active libertarians who are against Our National Security regime, then they can be absolutely brutally tortured for 50+ years.
If they do not oppose Our regime, then there will be no need to absolutely brutally torture them.
11. <u>koshervatives and pseudo-right-wingers of various stripes (from christgolems to jew-lovers and gaytheists)</u>
koshers, infidels and pseudo-rightists of various stripes (those who remain so after the advent of Our regime of absolute Genetical White Raced NS)
must be absolutely brutally tortured.
The 1000 most active judeo-abrahamic lovers and 1000 most active judeo-believers before Our coming to power must be absolutely brutally tortured, regardless of whether they accept Our regime or not.
The jewsus-worshippers want to go to (((heaven))) more than anything, and (((heaven))), as we know, is absolute death, and that is why we will have the ultimate goal of killing all jewsus-believers by absolutely brutal methods so that they get what they want - heaven.
We will be absolutely happy when all jewsus-believers die, and they will be happy if they die.
12. <u>All kinds of judeo-abrahamic golems</u>
The 1000 most influential people will be absolutely brutally tortured for 50+ years (spermenko,

telebachennia toronto), regardless of whether they accept Our regime of absolute Genetical White Raced NS after Our arrival.
The rest will be absolutely brutally tortured for 50+ years, if they are already 25+ years old and have not yet accepted Our regime of absolute Genetical White Raced NS.
Those who are not 25 years old, but adhere to judeo-communist views, must be sent to concentration camps until they reach the age of 25.
If the patient is not cured of judeo-communism by the age of 25, then he will need to be absolutely brutally tortured for at least 50+ years.
13. People who have been holding views close to judeo-communism for quite a long time
Such people can be literally (yes, literally) fed jewish shit (they love it, they will just enjoy it), they can be beaten and mocked in any way they want.
They can also be killed, but young people (up to 25 years old and not inclusive) should not be, because that jewish nonsense might still come out of their heads.
But as for those who are 25+ (inclusive) – the next point.
14. Convinced absolute judeo-communistic traitors
They can be kidnapped and all possible scientific experiments can be conducted on them (and if

scientists contact certain people who want to make fun of such people, then those people will be forced to give the judeo-communists to the scientists, because the experiments will not be conducted themselves, and there will be more than enough use for all medical science later
If the powerful state elite demands to show these absolute judeo-communistic traitors, then in this case, any of the lower state ranks will be obliged to hand over the absolute judeo-communistic traitors to them).
But only people aged 25+ can be convinced absolute judeo-communistic traitors.

People in high government positions

The absolute Genetical White Raced NS-emperor will be me, of course, the absolute genius Andriy Protsiuk.
The absolute Genetical White Raced NS-Reichsführer + Reichminister of internal affairs will be Lytovets'.
The Reichminister of science, education and culture of Rus-Ukraine will be Yevhen Vryadnyk.
The Reichminister of foreign policy will be Olena Semenyaka.
The Reichminister of armaments and ammunition will be Oleksiy Levkin.
The Reichminister for public enlightment and propaganda will be Dariia Shtroscherer.
The Stabschef of the Sturmabteilung will be Arseniy Bilodub.
The Reichminister of sports will be Dmytro Golovinskiy.
The cultural burgomasters of the cities of Rus-Ukraine will be those people who were born and raised there + are, of course, the best versed in the political sense of the word, that is, like this:
The burgomaster of Kharkiv will be, say, Yevhen Gapon, Roman Sayenko, Artur Revyakin, Vladyslav Redkin,

Grygoriy Sevruk, etc., that is, members of the bands “Nokturnal Mortum”, “Drudkh”, “Hate forest”, “Burshtyn”, “Dub Buk”, “Khors”, “Ygg”, ‘Ulvegr”, “Astrofaes”, “Чиста криниця”, “Ungern”, “Runes of Dianceht”, “Thunderkraft”, “Munruthel”, “Tryglav”, “Svyatogor”.

The burgomaster of Kyiv will be, say, Arseny Bilodub, and he will be helped by musicians from “Сейтар”, “Whites Load”, “Svarga”, “Dross Delnoch”, “Русич”.

The burgomaster of Uzhhorod will be, except for one person (I won’t write who it is here), for example, “Hyozt” (a musician from Uzhhorod who was in “Nokturnal Mortum”, “Kzohh”).

The burgomasters of Khmelnytskyi will be, for example, Artur Didora and Lyutobor.

The burgomaster’s of Kherson will be, for example, Yevhen Kucherov (Chur) and Yuriy Pavlyshyn (from “M8L8TH”).

The burgomaster of Vinnytsia will be, for example, Dmytro Kukharchuk.

The burgomaster of Dnipro will be, for example, Artem Shynkar (“Eisenslav”) if he, of course, wants to come in Rus-Ukraine.

As an option, the burgomaster of Dnipro can additionally be made Ilya Rafalskyi (“Severoth”), Arislav.

The burgomaster of Mykolaiv will be Yevhen Vryadnyk with Dinotoma.
The burgomaster of Lviv will be members of the bands Kroda, Paganland, Mørkt Tre, Zgard.
In general, we will also appoint really competent people as burgomaster's, and we will look for them among those who can be trusted, such as figures from the regional branches of "Centuria", or something.
The soldiers of such groups as "Авангґард культурна спілка" will go to the Sturmabteilung.
The best coach who has passed the "uefa elite coaching course" program will become the sports burgomaster. If he refuses, we will take the next one, and if the next one refuses, we will take the next one after him, and so on.
In Germany, the burgomaster of the North Rhine will be "Sleipnir" (helped by "Mjölnir", "Asenheim"), the burgomaster of Schleswig-Holstein will be "Stahlgewitter" (helped by "Sarkrista"), the burgomaster of Thuringia will be "absurd" (helped by "Totenburg", "Wolfsmond", "todesmarch"), the burgomaster of Brandenburg will be "Frontalkraft", the burgomaster of Rhineland-Palatinate will be "Flak", the burgomaster of Bavaria will be "Triarii" (helped by "Blutaar", "Adoria", "Wurzelkraft",),

the burgomaster of Pomerania will be “Überzeugungstäter”,
the burgomaster of Berlin will be “Die Lunikoff Verschwörung”,
the burgomaster of Hesse will be “Nordglanz” (helped by “Flammentod”), the burgomaster of Saxony will be “Stahlfront” (helped by “Leichenzug”, “Todfeind”), the burgomaster of Saxony-Anhalt will be “Tatkraft”, the burgomaster of Lower Saxony will be “Meuchelmord”, they will be assisted by the members of “Übermensch”, “Falkenstein”, “Blütbanner”, “Morke”, “Ewige Eiche”.
The burgomaster’s of all of Finland will be the members of the “Nordic Resistance”.
In cities in Finland, in Uusimaa the burgomaster will be “Goatmoon” (and will be assisted by “Order of the White Hand”), in Eastern Finland the burgomaster'of will be “satanic warmaster” (maybe some members of “Horna” and “Sargeist” will assist him), in Southwestern Finland the burgomaster will be “Norrhem” (and will be assisted by members of the band “archgoat”), in Helsinki the burgomaster will be “Fatherland” (and will be assisted by “Reidh”, “Uskonrauha”), iniWestern Finland the burgomaster will be “blood of chalice”, in Pirkanmaa the burgomaster will be “Stormheit” (together with “Mooncitadel”), in South Karelia the

burgomaster will be “Ehre”, in South Savonia the burgomaster will be “nekrokrist SS”, in Northern Savonia the burgomaster will be “Circle of dawn” (and will be assisted by “Hidenlintu”), in Northern Pogjanmi the burgomaster will be “Vonülfsrëich”, in Kymenlaakso the Gauleiter will be “Nattfog”, in Southwestern Finland the Gauleiter will be
“Ancestors Blood”.
They will be assisted by members of the same band “Antimateria”, “Two Runes”, “White Rune”, “Sudentaival”, “Shatargat”, “Dawn of Purity”, “Nanshe kult”.
The burgomaster’s of all Norway will be members of the Nordic Resistance movement.
The burgomaster of Westlännu will be “Taake”, the burgomaster of Eastern Norway will be “Emperor” (assisted by “Ildjarn”, “Likvann”, “Nidingr”), the burgomaster of Estlännu will be “Dimmu Borgir” (assisted by “Disiplin”), the burgomaster of Northern Norway will be “Kaevum” (assisted by “Nordvrede”).
The burgomaster of Nouvelle-Aquitaine will be “Marie Cachet”, the burgomaster of Haute-Savoie will be “Baise ma Hache”, the burgomaster of Avignon will be “Gestapo 666”, the burgomaster of Toulon will be “Seigneur Voland” from “Kristallnacht”, the

burgomaster of Burgundy-Franche-Comté will be “Malefice”, the burgomaster of La Londe-les-Maures will be “Vermine”, the burgomaster of Paris will be “Sombre Chemin”, the burgomaster of La Buisse will be “Aktion T4”, in Sudron the burgomaster will be “Widomar”, in Marseille the burgomaster will be “Brutal Begude”, in Lyon the burgomaster will be “Leibstandarte”.
They will be assisted by the members of “Malsaint”, “Vouïvre”, “Elitism”.
The burgomaster of all Sweden will be “The Golden One”, “The Nordic Resistance”, Henrik Palmgren the burgomaster of “East Gotland” will be “Marduk”, “Arditi”, the burgomaster of Stockholm will be “Sigrblod”, the burgomaster of Dalarna will be “Arkkanum”.
They will be assisted by “Lycanthropus”.
The burgomaster’s of Italy will be Casa Pound.
The burgomaster’s of England will be “Blood and Honour”, “O9A”, “Survive the Jive”.
The burgomaster’s of Ireland will be “Clann Eireann”, “Uberboyo”.
The burgomaster's of Poland will be “Infernal War”, “Honor” in Silesia (they will be assisted by “Veles”), the burgomaster's in Krakow will be “Mgla”, the Gauleiter in

Lower Silesia will be “Dark Fury” (they will be assisted by “Thunderbolt”, “Thor’s hammer”, “Ohtar”), the burgomaster in Pila County will be “Werewolf”, the burgomaster’s in Warsaw will be (they will be assisted by “Solar wisdom”, “Swastyka”, “Wolf’s moon”, “Kataxu”), the burgomaster’s in Pomerania will be “War 88” (they will be assisted by
“Gontyna kry”).

In the USA, the burgomaster’s will be members of the “Atomwaffen Division”, therewill be “Lana Lokteff”, “Leather apron club”, “@unconquered_sol”, “Seethroughitall”, “Völkish spirit”, “Stonewall Jackson”, “Gnostic informant”, “christcuck pastors”, “antijudaic”, all
the most active and most knowledgeable members of all twitter accounts and tg channels against christcuckoldry (such as, “Europa : the last battle”), “Hellenist”, as well as some American NSBM groups, such as “Grand Belial’s Key” in Virginia, etc.

In Australia, the burgomaster’s will be members of the “National Socialist Network”.

Laws

•The next ruler after my death will be elected from among the existing state leadership of the NS.
Only the NS-statesmans, Sturmabteilung, and NS-actioners of the 88th rank will be able to elect the next ruler.
The vote of the NS-actioner of the 88th rank = vote of the NS-stateman (some of the NS-stateman's votes will count, as 8 or even more, like my Lithuanian friend, but only I can choose, who that will be) = 2 votes of the Sturmabteilung.
In general, we will recruit people to govern the state from the most successful NS shareholders of the 88th rank and from the Sturmabteilung.
•Everyone in Our absolute Genetical White Raced NS states will be forced to provide a description of their family tree (there will be an analogue of the Ahnenpass). Anyone who does not provide a description of their family tree will be sent to a concentration camp.
•Each large family (5+ children included) with average+ eugenical level will receive additional house, because we will expel all the macaques from Rus-Ukraine and from all of Europe (we will send them to apefrica), having previously taken away all their resources, and

those who cannot be evicted just like that, we will kill, and Our Genetical White Raced people will settle them in their houses (who will deserve it with their own actions for the good of the Our absolute Genetical White Raced NS regime).

•There will be appropriate rewards for the absolutely cruel tortures of jewish macaques (the more cruel and important this torture is in the context of Our movement of absolute Genetical White Raced NS - the greater the reward the murderer will receive), however, the murders will have to be confirmed on camera, so that later this material can be turned over to the Sturmabteilung and the appropriate reward can be received.

So far, it is known that for the absolutely cruel tortures of 4+ jewish macaques (and killing 10+ jewish macaques), weapons will be issued as a reward for the work done.

All peoples who will kill 10+ jewish macaques (or will torture 4+ of them in an absolutely cruel way on the camera) and do another useful thing for the NS (but minimum – killing 10+ jewish macaques or torture 4+ of them in an absolutely cruel way on camera, also with killing judeo-communistic as a plus) will receive a free subscription to gyms, cinemas, free travel on public

transport, a 20% discount on the purchase of all goods in stores licensed by the state.

•Life imprisonment in concentration camps for poaching and illegal extermination of animals (except macaques) for one's own amusement, without the right to release

•For stealing from NS-actioner’s, killing NS-actioner’s, causing any harm to NS-actioner's there will be life imprisonment in concentration camps, however, if NS-actioner's themselves steal from NS-actioner’s, cause harm to them, or, in general, kill them, they will also work in concentration camps (however, again, everything depends on the specific situation, because if a real NS from among the actioner's beats up some kosher, then he will not be held responsible for it, because there must be an absolute Genetical White Raced NS in the state, however, if a real NS causes harm to a real NS, then he will be responsible for it, and depending on the degree of harm, the punishment will be appropriate

This is described in more detail in the section on NS statuses).

•In the concentration camps, we will set a condition that in order to receive food, the jewish chimpanzees

community there will be forced to work, otherwise they will die of hunger.

•Every large Genetical White Raced family (5+ children included) with average+ eugenical coefficient will receive additional house.

Also, every large Genetical White Raced family (5+ children included) with average+ eugenical coefficient will receive a 50% discount on all state payments.

•We will transform cafes into separate meeting places "Natural Souls", where you can meet girls (entry from 16 years old) and thus then make a couple and, accordingly, have 10 children per family (The rule of the institution is that you cannot be naked and have sex inside, because if a couple wants to shove each other's pleasure places into places intended for pleasure, then let them do it not in brothels, turning them into brothels.

Children will be made in houses, gathering places, or something, preferably more and healthier

Seats will be reservated for a minimal fee

To make a reservation, you will need to fill out a short questionnaire so that you can choose the right table at the right time based on your interests, age, approximate appearance, and similar things).

In the end, perhaps we will still consider some cases, however, basically, if the child is born healthy – then it is worth giving birth to it, and even if there are any questions about their maintenance or something, there will always be such a thing as children's boarding schools (which we will re-equip into something more effective than it is now).

•People with insufficient or excessive weight will definitely have to visit a nutritionist and be treated according to his instructions.

In case of non-compliance with the instructions, they will be fired from one job and will not be hired for another, similarly with school there will be a failure to pass with the requirement to retake the entire course (and not finishing school in our NS regime = no possibility of getting a job).

For men, the percentage of fat in the body should not exceed 35%.

For women, the percentage of fat in the body should not exceed 40%.

• Traffic laws will remain the same

• Official writing will become historical, and the official writing of Rus-Ukraine will return to the variant of the Ruthenian writing of Vasyl Chebanyk.

•For uttering any jewish chutzpish absolute lie that undermines the foundations of Our absolute Genetical White Raced NS-regime, there will be a cutting out of the tongue or, depends at the absolute liar's choice, getting a back tattoo with the word "liar" all over the back

• An absolute ban on all tanning salons.

•All children will be forced to officially go to school. If parents hide their children from school (not just children themselves will skip school, but if parents hide them) - then they will face the deprivation of parental rights.

•Teachers will be forbidden to use physical force on students, only in self-defense.

In case of violation of this law, the punishment will be in the form of dismissal + compensation for damage, proportional to the NS status of the teacher and the NS status of the child. In the case of inflicting minor bodily harm, the teacher will pay a minimum amount of money with the appropriate level of multiplicity (according to the NS status) for the child as punishment, that is, if the teacher uses physical force against a child with the status of an NS shareholder of the 88th rank, he will pay this prodigy 8 minimum minimum wages.

•All education (in school) will be free.
All higher education will be free for those who pass the exams in the appropriate manner.
•Plagiarism of intellectual property will be officially prohibited, where plagiarism will be considered any passing off of someone else's idea as your own without reference to the original author of the idea.
Any plagiarism of intellectual property will be punishable by life imprisonment in a concentration camp with the right to take an exam and leave the concentration camp.
• Everyone will have access to the internet, and the internet itself will be very cheap, so that everyone can have the internet, except for prisoners in concentration camps, of course, who will only have literature for passing exams in order to get out of the concentration camp:
Andriy Protsiuk (“Neorevolution: in 8 parts”, all my works), Adolf Hitler (“Mein Kampf”), Alfred Rosenberg (“the myth of the 20th century”), William Luther Peirce (“Selected articles”), Louis Ferdinand Celine (“Pamphlets”), Ben Klassen (“The eternal religion of Nature”, “The White man’s bible”), David Lane (“88 principles”),

Henry Ford (“international jewry”), Revilo Oliver (“jewish strategy”, “jews love christianity”), David Skrbina (“The mystification of the jew: How the cabal of saint paul deceived the world for two thousand years”), Paula Fredricksen (“when christians were jews: first generation”), joyce antler (“jewish radical feminism”), paul rassinier (all books), Germar Rudolph (all books), Don Heddesheimer (“The first holocaust. jewish fund raising campaigns with holocaust claims during and after World War One”), Russell E. Gmirkin (“Plato and the creation of the hebrew bible”).

•the cops of the future will be forbidden to cooperate with people whose activities contradict the absolute Genetical White Raced NS.

And they will not be cops, but Sturmabteilung (shortly called “sturm's”).

•taxes will be relatively small

•on the subject of eroticism, the only eroticism permitted in our states will be “High Aryan eroticism”, as in the Third Reich, and “Aryan family eroticism”, that is, erotic filming dedicated to the issue of the family (with the bare breasts of a nursing mother, for example).

There will be no other eroticism.

Of course, if a child or an adult watches porn, then no one will put either the child or the adult in any concentration camps, but filming in such jewish perversions will result in life in concentration camps. (with the right to leave only on condition of passing the most difficult exam, and, after leaving the concentration camp, as you understand, there will be no more right to make a mistake, that is, for any violation you will be in a concentration camp for life without the right to be released)

•You will be able to leave prison by passing the appropriate exam.

The exams will be of four levels – initial, medium, sufficient and high.

Depending on the age (adult or minor) and the severity of the crime, there will be an appropriate level of difficulty of the exam, which will need to be successfully passed.

If a person, after passing the most difficult exam, still commits an offense, then in this case the right to leave the concentration camp through the exam will be closed to him.

• For the so-called “graffiti” there will be a punishment in the form of double compensation for the cost of the damaged wall/building/thing, etc.

If the fine is not paid for the offender, the offender will be put in a concentration camp, and then, depending on the age of the offender, he will be able to leave only if he successfully passes the corresponding NS exam. (and there will be quite a few exam options, if anything)

•For mass deforestation, life imprisonment in concentration camps for the person who ordered the deforestation, with the right to leave only after passing the most difficult exam.

•For corrupt activities, punishment in the form of life imprisonment in concentration camps without the right to leave the concentration camps + confiscation of all property owned by the corrupt person

•Interest rates on loans in banks are 8% and 14%.
For non-payment of loan funds, you can receive certain high-level NS tasks (related to catching jews, judeo-communists, etc.), or, if they are not completed, imprisonment in concentration camps.

•For disclosing information that will be considered a state secret (at the official level) – life in concentration camps without the right to release + confiscation of all property.

Labor laws

•A person will be dismissed from work for failure to comply with the relevant requirements for a certain job, prescribed in the relevant documents
•People will be able to receive wages only if they have the appropriate codes in their work cards.
In order to be able to at least enter the code, a person will have to insert the work card into the bank (with automatic dermatoglyphic verification), after which the bank will return the card to him.
The employer will invent a 14-digit code value for each month for each individual profession with each individual password of 14 characters (And the employee will not be able to receive funds for another employee if the codes and passwords of many different bosses turn out to be the same, because the system will send you to your own office after dermatoglyphic verification).
By entering this code with this password, the employee will be able to receive the desired funds.
•Social insurance will work in such a way that in the event of an accident at work, illness (with the so-called “sick leave” issued by the employer based on a doctor’s certificate), compensation will be paid that will fully

cover the treatment, and monthly compensation worth 75% of the salary.
The insurance period is eternal.

- During the monthly vacation in April, 75% of the employee's salary will be accrued
- Military service will be replaced by school military training, military department and, in its absence, annual monthly trips to shooting ranges, where students will learn shooting
- Bonus payments will be paid accordingly to a clearly calculated amount of work done, that is, if the amount of work done is 150% of that required to receive a certain salary for an employee, then the bonus in this case will be 50% of the employee's salary

If the employee does less than 50% of the amount of work that will be prescribed, and this is not due to the employee's health (but instead, let’s say, from laziness or clandestine alcoholism), then this employee will be forced to pay the boss 2 of his own salaries.

- Promotion or demotion at work will be based on the formula (a certain amount of work done × quality of work done)
- Financial assistance will be accrued for unemployment - 20% of the minimum wage in the state in Rus-Ukraine and 5% of the minimum wage in other countries

•In the event of an air raid warning, all employees are recommended to leave their workplace and return to the shelter.
Treatment of injuries related to the fact that the employee did not go to the shelter during the air raid warning will not be paid by the state.
• Harassment of an employee will be permitted (although not desirable, because there is such a thing as, banally, dismissal) in the case of total professional incompetence of the employee, but will not be permitted if the employee has the status of a NS acrioners with a rank of 88, and in this case it will be punished by the dismissal of all employees who engaged in harassment, regardless of their status in the state
And the fact of serious harassment must be proven in court
•The boss will be able to use physical force in the case of a personal insult to the boss by the employee.
The lack of the necessary qualifications of the employee will be punished, at most, by the withdrawal of the bonus, if the documents on the qualification indicate that the level of the employee's current qualifications corresponds to that specified in the document.
Other forms of harassment will be prohibited.

Physical aggression can be used in a gym with iron, or in a gym with a pear or sparring partners.
We train to kill macaques, not to quarrel with each other.
•For professional risk, wages will be increased in proportion to the risk assessment, where 1% increase in mortality probability = +50% to salary (taking into account mortality statistics at a particular workplace)
Whoever is the bravest will be the richest in Our state of the future
•The employee will be obliged to fulfill the terms of the employment contract, which will be drawn up every month by the boss.
•Transfer to another job without visible disruptions to the level of the work process will take place by mutual consent of the employee and the manager
•Termination of the employment contract occurs by mutual consent of the employee and the manager, or in case of temporary (illness, injury, etc.) or permanent (illness, injury, etc.) incapacity for work
Termination of the employment contract may occur in case of non-fulfillment of the terms of the employment contract provided there is no illness, injury, etc.
•The working day will last from 9:00 until the end of all daily work.

The basis of our regime will be freedom to plan one's own time, but with the presence of requirements for the corresponding minimum amount of monthly work performed by the employee.
And, again, these requirements will apply to certain professions that do not require the employee to work with clients constantly.
Because, let's say, store clerks will still work according to a certain schedule until the night from the evening (from 17:00-18:00), and similarly to workers in cafes, restaurants, pharmacies (this is a very important thing), ambulances, etc., or whatever, but office workers, factory workers and workers in other professions will work accordingly to a free schedule.
•The volume of daily work in the summer (minimum program) will be reduced by 40%
•Rest time will be chosen by the employee independently
•It is forbidden to demand from the employee what is not specified in the employment contract (except for reprinting the employment contract and indicating the payment for work that was not specified in the first part of the employment contract)
•salaries for schoolchildren and students will be issued according to those indicators according to the formula

for promotion or demotion at work that will exist for everyone, but on the condition that schoolchildren and students will be able to work less time (but they will still be paid for the amount of work performed, identically to other employees)

•Each job will have a minimum program and a maximum program.

The minimum program is the minimum that a person must do in a month in order not to be fired from work.

The maximum program is the maximum that a person can do in this job.

•All employees will undergo a monthly medical examination with a therapeuts

•In case of excessive or insufficient weight of the worker, he will not be hired

•In case of a change in the worker's weight from optimal to excessive or insufficient weight, he will be referred to a nutritionist.

If the employee's weight does not change to the optimal level within 4 months, he will be fired from the work until the time, when his weight will be normal

•If a woman becomes pregnant, she will be able to not work for 9 months and receive her double monthly salary every month

•Compensation for damage to certain property by an employee (with proven fault of the employee) must be paid by the employee in a certain multiple of the value of certain property (or, in the case of an emergency status with a higher multiple of compensation than 2, the compensation, respectively, will have a higher multiple).
This will also depend on the status of the boss and the status of the worker, because the multiple of compensation works only under certain conditions.
That is, if an absolute Genetical White Raced NS-actioner of the 88th rank, due to whose fault something was damaged, is an employee, and the senior management is not an NS shareholder, then the compensation will be 1-fold, that is, it will remain a compensation of the specific value.
If the senior management is an absolute Genetical White Raced NS-actioner of the 88th rank, and the worker is not an NS-actioner, then the compensation of the value will be 8-fold.
If the senior management is an absolute Genetical White Raced NS-actioner of the 88th rank, and the worker is an 24th rank NS shareholder, then the compensation will be 4-fold.
If the senior management is

an absolute Genetical White Raced NS-actioner of the 88th rank, and the worker is
an absolute Genetical White Raced NS-actioner of the 88th rank, then the compensation will be 2-fold.
If the senior management are NS-actioner's of the 24th rank and the worker is an absolute Genetical White Raced NS-actioner of the 88th rank, then the compensation will be 1.5 times.
If the senior management are NS-actioner's of the 12th rank and the worker is NS-actioner of the 88th rank, then the compensation will be 1.4 times.
If the senior management are NS-actioner's of the 4th rank and the worker is an absolute Genetical White Raced NS-actioner of the 88th rank, then the compensation will be 1.2 times.
•Labor safety textbooks should be rewritten so that there is no such nonsense that is found there, and after that it will be possible to talk about some compliance with the methods
•Working conditions must be observed, according to the special requirements described in the relevant literature (at first we will use the old one, but in the process we must write our own literary standard).
In case of failure to comply with these requirements, the punishment for the bosses will be the performance

of certain works of a high level of complexity for our absolute Genetical White Raced NS regime (and it is not necessary to perform them during working hours, because weekends can also be fully used for this).
In case of failure to perform these works, the punishment for the bosses will be concentration camps.

- In the event of the absence of the boss at the workplace during the appointed working hours, his functions may be taken over by the best employee (according to the promotion/demotion formula), but the management process will still take place in accordance with the employment contract
- The boss is obliged to settle with the dismissed employee, where the maximum possible period for settling with the dismissed employee is 1 month

In the event of the absence of a settlement with the employee, the employee himself can apply to the court of appeal in a month and receive his own salary in a certain multiple amount, which will be deducted from the supreme boss
If the boss is an absolute Genetical White Raced NS-actioner of the 88th rank, and the worker is not an NS-actioner, then the compensation will be 1-fold, that is, the boss will simply pay the salary that he did not pay before.

If the boss is not a NS-actioner, and the worker is an absolute Genetical White Raced NS-actioner of the 88th rank, then the salary payment will be 8 times.
If the boss is an absolute Genetical White Raced NS-actioner of the 88th rank and the worker is an absolute Genetical White Raced NS-actioner of the 88th rank, then the salary payment will be 2 times.
If the boss is NS-actioner of the 24th rank, and the worker is an absolute Genetical White Raced NS-actioner of the 88th rank, then the salary payment will be 4 times.
If the boss is a NS-actioner of the 12th rank and the worker is a NS-actioner of the 4th rank, then the salary payment will be 6 times.
And so on, the point is clear.

- The best worker of the year (according to the promotion/demotion formula) in a certain state institution will be rewarded with an additional month of vacation (i.e., apart from April, the worker will be able to choose the month in which he wants to have additional rest and additional rest, or spend time with his family).
- All workers will be given all the necessary things of appropriate quality to do their job (clothes, possibly

phones, or something else - this will be described in more detail in the relevant documents).
In the event of failure to provide the appropriate things, the worker will be able to apply to the court of appeal and receive all those things from the pocket of the person who did not give them, in the same multiple amount that I described above.
•All disabled people of the 1st group will receive the minimum wage without working.
Disabled soldiers who are veterans of the full-scale war against the macaques will receive double the minimum wage.
Absolute Genetical White Raced NS-actioners of the 88th rank, who will be war veterans from Our absolute Genetical White Raced NS-regime, will receive 8 times the minimum wage. (even without working).
NS-actioners of the 24th rank, who will be war veterans from Our absolute Genetical White Raced NS-regime, will receive 4 times the minimum wage. (even without working).
And so on, according to the multiplicity indicators.
• Pensions will be paid monthly according to the formula (*average wage for jobs in which a person worked, under current conditions */ 2).

The retirement age for all professions is the same - 60 years.

- People will not work on memorable days

Memorable days of Genetical White Raced states

January 4 – Isaac Newton's birthday (for England)
January 12 – Alfred Rosenberg's birthday (for Germany)
January 27 – Wolfgang Amadeus Mozart's birthday (for Germany)
January 29 – Anton Chekhov's birthday (for Russia)
February 1 – Volodymyr Orlovsky's birthday (for Rus-Ukraine)
February 2 – Ivan Puliuy's birthday (for Rus-Ukraine)
February 3 – Karl Theodor Dreyer's birthday (for Denmark)
February 12 – Charles Darwin's birthday (for England)
February 16 – Hans Günther's birthday (for Germany)
February 20 – Ben Classen's birthday (for the USA)
February 28 – general Shandruk's birthday (for Rus-Ukraine)
March 1 – Frederic Chopin's birthday (for Poland)
March 4 – Antonio Vivaldi's birthday (for Italy)
March 6 – Michelangelo Buonarroti's birthday (for Italy)
March 9 – birth of Taras Shevchenko and Mykola Pymonenko (for Rus-Ukraine), birthday of George

Lincoln Rockwell (for the USA), Bobby Fisher (for the USA)
March 12 – birthday of Volodymyr Vernadsky (for Rus-Ukraine)
March 13 – birthday of Mircea Eliade (for Romania and Moldova)
March 20 – birthday of Ovid (for Italy)
March 28 – Rafael Santi's birthday (for Italy)
March 29 – Ernst Jünger's birthday (for Germany)
March 31 – Johann Sebastian Bach's birthday (for Germany)
We will celebrate the whole of April (April 1 – April 31) as
a month of true women's pride (during which we will talk about Sappho, Hypatia of Alexandria, Leni Riefenstahl, Marie Skłodowska-Curie, Clara Schumann, Lily Boulanger, etc.) (for all Genetical White Raced countries).
April 1 – Mykola Gogol's birthday (for Rus-Ukraine)
April 15 – Leonardo da Vinci's birthday (for Italy)
April 20 – we will celebrate Hitler's birthday (for all European countries)
April 23 – William Shakespeare's birthday (for England)
May 3 – Niccolò Machiavelli's birthday
May 7 – Pyotr Tchaikovsky's birthday (in Muscovy)

May 9 – Holodomor remembrance day (for all European countries)
May 11 – Salvador Dali's birthday (for Spain)
May 19 – Julius Evola's birthday (for Italy)
May 22 – Richard Wagner's birthday (for Germany)
May 27 – Louis-Ferdinand Céline's birthday (for France)
June 8 – Ivan Kramskiy's birthday (for Rus-Ukraine)
June 15 – Edvard Grieg's birthday (for Norway)
June 17 – Igor Stravinskiy's birthday (for Rus-Ukraine)
July 1 – Gottfried Wilhelm Leibniz's birthday (for Germany)
July 7 – Revilo Oliver’s birthday
July 8 – Petro Kapytsia’s birthday (for Rus-Ukraine)
July 10 – Nikola Tesla’s birthday (for Croatia)
July 14 – Ingmar Bergman’s birthday (for Sweden)
July 15 – Rembrandt’s birthday (for the Netherlands)
July 18 - release date of Mein Kampf (for all European countries)
July 19 - birthday of Arno Brecker (for the Germany)
July 24 - birthday of Illya Yukhimovych Ripa (for Rus-Ukraine), Alphonse Mucha (for the Czech Republic)
August 4 - birthday of Knut Hamsun (for Norway)
August 18 - day of the state emblem of Rus-Ukraine and the state flag of Rus-Ukraine (for Rus-Ukraine)

August 20 - birthday of Howard Phillips Lovecraft (for the USA)
August 22 - birthday of Leni Riefenstahl (for Germany).
In the summer we will hold burning rituals (age for entry – 18+), in which we will burn jewish literature, jewish macaque remains of bodies (eyes, ears, noses, tongues, fingers, severed hands, legs, eyes, just internal organs, like liver, etc.), remains of bodies of other species of macaques, money, after which we will arrange games and picnics on this bonfire (we will eat everything, as well as the so-called “snacks”, that is, remains of bodies of macaques of different species).
September 1 – Victory day and day of knowledge, Day of dignity and day of freedom, day of Europe (for all Genetical White Raced countries)
September 10 – Miguel Serrano’s birthday (for latin american countries)
September 11 – William Luther Pierce’s birthday (in the USA)
September 29 – Michelangelo de Caravaggio (for Italy)
October 15 – birthday of Friedrich Nietzsche (for Germany), Virgil (for Italy)
October 19 – birthday of Alexander Alyokhin (for Muscovy)
October 22 – birthday of Franz Liszt (for Hungary)

October 29 – birthday of Joseph Goebbels (for Germany)
October 30 – birthday of Ezra Pound (for the USA)
October 31 – birthday of Ian Vermeer (for the Netherlands)
November 2 – birthday of David Lane (for the USA)
November 7 – birthday of Marie Skłodowska-Curie (for Poland)
November 11 – birthday of Fedir Dostoevskiy (for Rus-Ukraine), Varg Vikernes (for Norway)
November 15 – birthday of René Guénon (for France)
21 November - Voltaire's birthday (for France)
December 5 - Józef Piłsudski's birthday (in Poland)
December 8 - Jan Sibelius's birthday (in Finland)
December 16 - Ludwig van Beethoven's birthday (for all European countries)
December 24 - Adam Mickiewicz's birthday (for Poland, Lithuania and Litwinia)
Additional explanations:
By "Germany" I mean Germany, Austria and Switzerland (its German-speaking part).

Civil laws

•Inheritance agreement is determined by a fingerprint at a notary under a written contract, not by a signature (which can be forged, I keep you informed) in the contract.
•In the event of a physical breach of an inheritance agreement, the breacher will be forced to reimburse the heir for all the property from the written contract. If he does not have enough money for this, he will go to a concentration camp for all his life.
•And for forging inheritance agreement will, of course, be life imprisonment in concentration camps
•The inheritance agreement must clearly indicate what exactly the person is bequeathing to the heirs in the will - specifically, in what amount he is bequeathing, what he is bequeathing, etc., without vagueness, only specifics.
•If a will was not written before the owner's death, and, accordingly, the property did not go to anyone, then the property passes into the ownership of the state.
•To make a bank deposit, it is necessary to approve certain papers and indicate your own fingerprints on them.

•When making a bank deposit for safekeeping, the bank will be able to take 8% of the entire bank deposit.
•Property damage caused by a certain person to a certain person will be compensated depending on the person's NS-status in the state, that is, it will be calculated according to the formula (value of damaged property × NS-status of the person in the state)
•Physical damage caused by a certain person to a certain person will be compensated depending on the person's NS-status in the state.
•Causing physical damage to NS-activists without apparent reasons and appropriate explanations of the reason for the action by the higher NS-management will be punished by property losses for the NS management, namely 14 times the costs of medical healing the NS-activist, and, of course, the dismissal of the NS-management.
• Inflicting physical harm on NS-activists by a minor will be punished in proportion to the level of bodily harm and the level of NS-status in the state.
Basically, children will be held responsible for this by the obligation to perform certain NS-tasks to catch jewish chimpanzees and judeo-communists.
• Inflicting physical harm by parents against children will be punished, regardless of the NS status of these

parents in the state, by imprisonment in a concentration camp and deprivation of parental rights
• The disappearance of certain items in a hotel, bank safe, organization storage rooms, organization wardrobe, transport enterprises and during transportation, motor vehicles on T-shirts and in special parking lots will be punished according to the formula (NS-status of the owner with its multiplicity or average NS-status of the owners with the corresponding average NS multiplicity × cost of the missing item/missing items).
•A storage agreement will necessarily include dermatoglyphic identification
•A contract for the provision of any official services will necessarily include dermatoglyphic identification.
In the event of non-payment for the service received, or insufficiently performed service, there will be a penalty, the amount of which will depend on the NS status in the state.
•Termination of the contract can be carried out unilaterally if the person providing the services has certain NS arguments, given in writing (and which, in which case, can be verified by the court of appeal).

If the person providing the services does not have these arguments, then termination of the contract can only take place bilaterally.
In the event of unilateral termination of the contract without providing clear NS arguments as the reason for this action, the penalty will be proportional to the NS status in the state.

- In the event of a breakdown of anything, the person who is at fault for causing the breakdown will pay for the breakdown.

This law applies to all those 100,500 specific laws in the style of “if it breaks, then who will pay (?hmm)”.
Whoever is more to blame will pay.
And without any sophistry.
If the thing does not meet the quality approved by the methods, and the thing was offered to buy by the boss Andriy Ivanchuk, then the boss Andriy Ivanchuk will compensate for the damage caused.
And if the thing meets the quality approved by the methods, but was broken by the employee Dmytro Oleksiyuk, then Dmytro Oleksiyuk will compensate for the damage caused.
Moreover, the compensation will have an allowance for the emergency status, that is, if Dmytro Oleksiyuk broke thing x, and it costs y UAH, then Dmytro

Oleksiyuk will pay in UAH + allowance for the NS status of his boss.
This is how it works.
• In the case of concluding contracts, it works the same way, that is, one party that illegally failed to fulfill the terms of the contract compensates for as many resources as it underperformed, that is, if an employee broke thing x because it cost 200 UAH. cheaper than it is written in the manual, then the boss buys a new thing that will cost 200 UAH. more expensive (minimum)
• Copyright will work in such a way that in order to avoid questions about it, it is necessary to indicate the true authorship wherever possible.
The penalty for the lack of indication of copyright will be the author himself.
• The true author can prohibit references to him by issuing a written document with dermatoglyphic certification and the corresponding written content, supposedly “prohibiting the use of his work by anyone”.
•In case of using someone else's work without citing the author, the punishment will depend on the NS status of the person in the state that used the work and the NS status of the person who created it.

•If a person was called with a jewish name, then this person will be forced to change their name to a Genetical White Raced proper name.
In case of refusal, this person will not be able to get a job in Our State.

Financial laws

•The following cultural figures will be depicted on the local money of Rus-Ukraine (the only country that will have its own currency):
1 UAH will depict Petro Kapytsia, 2 UAH will depict Ivan Kramskiy, 5 UAH will depict Anton Chekhov, 10 UAH will depict Ivan Puliuy, 20 UAH will depict Igor Stravinskiy, 50 UAH will depict Fedir Dostoevskiy, 100 UAH will depict Volodymyr Vernadskiy, 200 UAH will depict Illya Ripa, 500 UAH will depict Mykola Gogol, 1000 UAH will depict Andriy Protsyuk (that is, me).
•In European countries, only the Genetic White Racial currency will be allowed to be used and exchanged.
•In case of using a currency that is not Genetical White Raced currency (state in Genetical White Raced countries), all Genetical White Raced currency of the user will be withdrawn. (This law will be effective, when Our regime of absolute Genetical White Raced NS comes to power)
•There will be a new currency in Europe.
Instead of euros and dollars, there will be nords in banknotes.
1 nord = 1 UAH.

On 1 nord there will be a picture of Leni Riefenstahl, on 2 nords there will be a picture of Descartes, on 5 nords there will be a picture of Nietzsche, on 10 Nords there will be a picture of Michelangelo Buonarroti, on 20 Nords there will be a picture of Newton, on 50 Nords there will be a picture of Leonardo da Vinci, on 100 Nords there will be a picture of Darwin,
on 200 Nords there will be a picture of Mozart, on 500 Nords there will be a picture of Beethoven, on 1000 Nords there will be a picture of Aristotle, on 5000 Nords there will be a picture of Adolf Hitler, on 10000 Nords there will be a picture of Andriy Protsyuk (yes, me).
Also in Europe there will be such a currency as the sofia, which will simply not be in paper form, but in the form of electronic points, that is, it will be a variant of electronic currency, a la premium.
1 Nord = 100 sophies.
Democritus – 100 sophies
Sophocles – 200 sophies
Euclid – 500 sophies
Plato – 1000 sophies
Socrates – 2000 sophies
Homer – 5000 sophies
Herodotus – 10000 sophies
Hippocrates – 50000 sophies

Archimedes – 100000 sophies
Pythagoras – 200000 sophies
Alexander the Great – 500000 sophies
Aristotle – 1000000 sophies.
•Forgery of real money with counterfeits will be punished by confiscation of all property of the person who forged the money and the person who used it. The confiscated property will go to the treatment of war veterans.

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